



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Cleeve Prior Church of England Voluntary Controlled First School**

Main Street, Cleeve Prior, Evesham, Worcestershire. WR11 8LG

**Previous inspection grade: Good**

**Current inspection grade: Good**

**Diocese: Worcester**

Local authority: Worcestershire

Date of inspection: 14<sup>th</sup> July 2016

Date of last inspection: 18<sup>th</sup> May 2011

School's unique reference number: 116794

Headteacher: Sarah Newbury

Inspector's name and number: Stephanie Boulter 785

#### **School context**

Cleeve Prior is a very small school rural school, with 41 pupils on roll. Pupils are taught in three mixed age classes and leave at the end of Year 5 to attend middle school. The vast majority of pupils are of white British heritage with the proportion of pupils with special education needs being significantly above national average.

#### **The distinctiveness and effectiveness of Cleeve Prior VC as a Church of England school are good**

- The clear vision of the headteacher and the commitment of staff and governors to the development of the school's Christian character ensures that all pupils are cherished and valued
- The strong relationships between all members of the school community result in confident happy young people who care deeply for others
- Hardworking staff who go that extra mile with the result that pupils feel safe and secure and are confident in expressing their views

#### **Areas to improve**

- Implement formal systems of monitoring by governors of Christian distinctiveness, standards in religious education (RE) and worship so that there is a clear analysis of their impact on all aspects of school life
- Develop a shared understanding of spirituality so that there is more explicit planning for and monitoring of pupils' own spiritual development across all areas of the curriculum
- Provide opportunities for pupils to develop their role in leading and planning collective worship so that they develop a deeper understanding of prayer and reflection in their daily lives

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The distinctive Christian character of Cleeve Prior is clearly demonstrated through its commitment to the inclusion of all pupils regardless of their ability or background, whether they have faith or no faith. All are made welcome and benefit from being part of an inclusive and nurturing school community. The six Christian values of respect, trust, compassion, forgiveness, honesty and responsibility were chosen by the school community and form the focus for much of the collective worship, enabling both staff and pupils to discuss and reflect on them throughout the day. The result is that pupils readily link these values to Bible teachings and can explain what they mean to them and how they can use them in their daily lives. A key part of the school's Christian vision is based on a verse from St. Matthew's gospel 'Let your light shine'; for example, the curriculum is tailored to each pupil's individual needs so that they leave the school as confident, happy and respectful members of society. This inclusive approach ensures that pupils from all groups make good academic progress. Excellent relationships and behaviour are strengths of the school and are a direct consequence of the development of strong Christian values. Staff, parents and governors all acknowledge that pupils have a strong sense of caring for others; as one pupil stated, 'we work hard for our charities because some people aren't as lucky as us'. Whilst there is provision in the school environment, worship and RE for pupils to explore spirituality there are not enough planned high quality opportunities in the curriculum as a whole to enable all pupils to express their views clearly, confidently and in depth. The school recognises its role in supporting pupils' understanding of the diversity of culture and faith in modern Britain, and is developing links with a multi-ethnic school in Worcester and using the local environment to deepen this understanding. As a result of these initiatives, pupils have a developing respect for diversity and difference in the world around them. Religious education is highly valued by all members of the school community and is well led by the RE coordinator. Pupils understand the importance of learning about religious differences, saying, 'we need to learn about the difference between religion because we should treat each other the same'. At the current time pupils have a limited understanding of the worldwide church, although some are able to give examples of Christianity in other countries.

### **The impact of collective worship on the school community is good**

Collective worship is central to the life of the school, promoting its Christian vision and some of the Anglican traditions of the school. Worship has a positive impact on relationships, ethos and culture with older pupils visibly caring for the younger pupils. They participate eagerly in worship, but at present there is no opportunity for them to be involved in the planning and leadership of worship. Pupils talk about worship as a special time where they get a chance to 'talk to God'. They talk about reflection and prayer with some understanding and sometimes use these in their daily life to ask for help or pray for others. The 'Coat of Kindness' enables pupils to acknowledge how and when pupils show compassion to others, and is a visual reminder of how the six distinctively Christian values are lived out by pupils. Collective worship is informally evaluated, but this does not focus explicitly on the impact of Christian values and teaching. As a result, it does not provide insight into how worship influences the life of the school. The school has good links with St Andrew's church. The new incumbent contributes to whole school worship and these occasions give positive messages about the growing relationship that exists between the church and school as well as providing a good understanding of Anglican traditions. The church is regularly used to celebrate the main Christian festivals and these occasions are well supported by parents and the local community, as well as providing good opportunities for pupils to gain an understanding of Anglican traditions. Pupils have a developing understanding of the Trinity with the introduction of appropriate liturgy. The school is aware of the need for more formal monitoring of the impact of worship, especially by the governors, and for the greater involvement of pupils in preparing and leading acts of worship more regularly. Parents appreciate the fact that all achievements

are recognised by the school in the 'Achievement Assemblies'. There is still a strong element of Christian distinctiveness and worship during this time with the opportunity for prayer and reflection by pupils and adults.

**The effectiveness of the leadership and management of the school as a church school is good**

Cleeve Prior is a nurturing and supportive learning environment, testament to the Christian vision and the commitment of the headteacher and staff to ensure every that child is seen as a child of God. As a result, they work hard to ensure every pupil flourishes in their potential and succeeds in a wide range of activities and endeavours. This is recognised and appreciated by parents. Governors know the school well, but the lack of robust formal monitoring of the impact of the school's Christian character, RE and collective worship means that sustained improvement is not embedded into the annual monitoring cycle. The headteacher consistently promotes the school's explicit Christian vision and effectively articulates her clear vision for Cleeve Prior as a church school, describing it as a school with the pupils and the village community at its heart. Professional development of staff is good, with the result that all staff are being effectively prepared as future leaders of church schools at all levels. Great emphasis is placed on caring for every individual with parents valuing the 'way that everyone looks out for each other'. Parents are proud of their school. RE meets statutory requirements as does collective worship. Links to the local church are important and make a valued contribution to the spiritual life of the school. There are good relationships with the diocese and the wider community; these are very effective and mutually supportive.

SIAMS report July 2016 Cleeve Prior VC Church of England First School Worcestershire WRI 18LG