

## **Statutory Inspection of Anglican Schools**

### **Report**

School:	<b>Abbas &amp; Templecombe Church of England Primary School, School Lane, Templecombe , BA8 0HP</b>
Status:	<b>Voluntary Controlled</b>
Diocese:	<b>Bath &amp; Wells</b>
Local Authority:	<b>Somerset County</b>
Date of Inspection;	<b>October 15<sup>th</sup> 2009</b>
Date of last Inspection:	<b>6<sup>th</sup> December 2006</b>
School's unique ref. no.	<b>123775</b>
Name of Head teacher:	<b>Mr Wayne Higgins</b>
Chair of Governors:	<b>Mrs Linda Davies</b>
Inspector's name & NS no:	<b>Sandra Symonds 109</b>

#### **School Context**

Abbas and Templecombe Church of England Voluntary Controlled Primary School is a rural primary school with 136 pupils on roll serving the village and surrounding area. Pupils come from a mixed socio-economic background. The school is currently organised into five classes, four of which contain mixed year groups. The number of children with special educational need is below average.

#### **Summary Judgement**

**The distinctiveness and effectiveness of Abbas & Templecombe Church of England Primary School as a Church of England school are outstanding.**

This is a school firmly underpinned by Christian values which permeate the whole school. The acting headteacher, governors and staff have a clear Christian vision and high expectations which are shared by the whole school.

## **Established Strengths**

- The strong Christian leadership by the acting headteacher, supported by an effective and committed governing body and staff
- Relationships within the school community which are exemplary
- The value placed on every individual in the school community
- The good links with the church and local community

## **Focus for development**

- To develop evaluation of the impact of collective worship and include learners in the process.

## **The school, through its distinctive Christian character, is outstanding in the way it meets the needs of all learners.**

The school makes excellent provision to meet the needs of all its learners, basing its work on key Christian values. It has a strong commitment to personalized learning and valuing and developing the individual. Parents were fulsome in their praise of how the school had helped in particular circumstances, for example after a particularly distressing illness of one child the parent mentioned that the school had “gone out of their way to help the child back into school” and that the pupil’s “reintegration was amazing”. Learners are well behaved, listen closely and respect each other. The environment enhances the distinctive Christian character with many displays around the school focusing on its Christian ethos. Outside, the school is developing a quiet area, which the children are enthusiastic about, and keen to use for reflection or quiet activities. All adults are good role models and the strong relationships across the school reflect its clear Christian philosophy. Religious Education (RE) and collective worship both contribute well to learners’ spiritual growth and one learner when talking about a spiritual moment mentioned a science lesson on the vastness of space where she had felt “how amazing our planet really is”. There are a number of extra curricular activities that the learners take part in before during and after school, and the school raises money for a number of charities often initiated by the learners themselves. The links with Zambia, the Diocese and the local church are all helping to improve the learners’ understanding of their role in the wider community, and contributing to the school’s provision for Community Cohesion.

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

Many elements of collective worship are outstanding.

The learners clearly articulate the importance of worship for them and can talk about the key Christian values the school promotes. They understand the message of specific acts of worship and can describe how they have affected, helped them or made them change in some way. For example one learner could remember how one collective worship had focused on anger: “Its like a can of coke that just explodes when it’s shaken up”, and how by calming down and reflecting “the fizz just dies down”. They clearly understood the meaning behind the bible story in the collective worship observed, and could relate it to their lives. The vicar leads worship on a regular basis and the school also has several

other people that contribute, including governors and a Methodist minister, giving the children an understanding of the variety of Christian worship. The learners take an active part in worship, often leading class worship and (as in the worship that took place on the day of the inspection) organising the music and visual aids and acting out the story. The school attends the church for major festivals and there are plans to extend this attendance to once a month with the vicar leading the worship and the parents invited to attend. Despite some evaluation of collective worship in the past, the school needs to monitor and evaluate its impact more effectively, and involve pupils in the process.

## **The leadership and management of the school as a church school is outstanding**

The acting headteacher has a clear and well articulated vision for the school which is considerably supported by the governing body and the staff. As one governor said “our school is an enabling place – to dream dreams and to achieve them”. The school’s leaders and governing body have good systems in place to evaluate how the school is functioning in its church school distinctiveness and effectiveness. All parents spoken to were clear about the Church school status and were able to articulate this. The midday supervisors described how the children say grace before they eat each day and how they support each other at playtimes. Prayer is a strong aspect of school life and is not only used in collective worship but at lunchtimes and at the end of the school day. Some governors are very active in their role and have led, amongst other things, a ‘Fuse club’ in the church for the children, encouraging their understanding of Christianity. RE is well led according to the Somerset Agreed Syllabus, with a focus on assessment at present, supported by the co-ordinator. Links with the church and community are good, one example being the Christmas cards designed by the children, chosen by the church and used by the whole community. Parents and learners are asked their views on a regular basis and the school acts on those findings.

*This inspection was carried out on behalf of the Diocese of Bath & Wells in whose area the school is set, in accordance with Section 48 of the Education Act 2005. The inspection framework used is that established by The National Society of the Church of England for the denominational inspection of church schools for all dioceses in England and Wales.*

*Your comments or complaints should be addressed to the Education Department, The Diocese of Bath & Wells, The Old Deanery, Wells, Somerset BA5 2UG. Further information about inspection of church schools can be obtained from the National Society’s website at [www.natsoc.org.uk](http://www.natsoc.org.uk).*