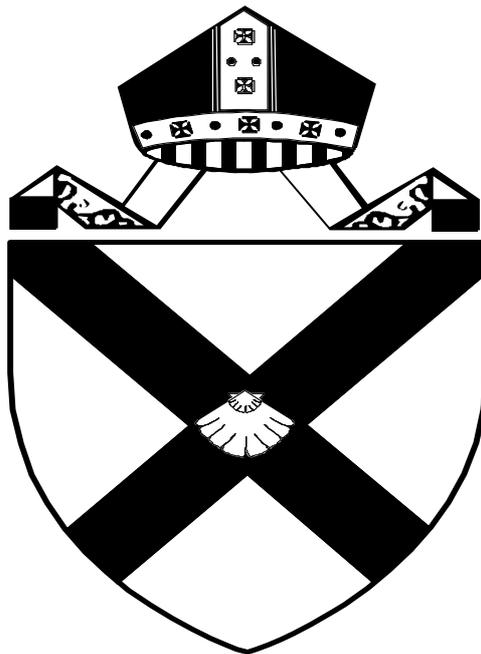


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2010



**Stansted Church of England
Primary School**

Voluntary Controlled

Malthouse Road, Stansted, Sevenoaks,
Kent TN15 7PH

Unique Reference No: 118628
Kent LA

Head Teacher: Mrs. Lyn Matthews
Chair of Governors: Mrs. Yvonne Tisson
Incumbent: Rev. Chris Noble
Inspector: Ms Jan Thompson (NS 92)
Inspection: 25 June 2010

SUMMARY JUDGEMENT

How distinctive and effective is the school as a Church of England school?

Grade 3: Satisfactory

Stansted Voluntary Controlled Church of England Primary School is a satisfactory Church school.

SCHOOL CONTEXT

Stansted Church of England Primary School is a small school of 78 pupils in the rural village of Stansted in Kent. Although it has a close identity with the village (seen in its name and badge), most pupils come from surrounding towns and villages and from almost entirely White British families. About 15% are regular church goers. The school has an attractive new building, whilst retaining the original Victorian exterior, in keeping with its beautiful village setting. Ofsted judged the school to be satisfactory. The Rector was on sabbatical leave at the time of the inspection. The Diocesan Director of Education attended this inspection.

ESTABLISHED STRENGTHS

- Excellent relationships exist between all members of the school community.
- Pupils have very positive attitudes to Collective Worship.
- The school's new Religious Education Syllabus has brought about a new enthusiasm for the subject.
- There is a close partnership with the village church and the Rector.

FOCUS FOR DEVELOPMENT

- The Governing Body should expect all teachers to attend daily Collective Worship. (This is Diocesan policy.)
- The Governing Body should focus on developing Collective Worship, with a greater emphasis on its Anglican character (a Focus for Development at the last inspection).
- The Governing Body should take strategic management of the self evaluation process of the school as a church school. This should include use of formal evaluation among pupils and parents (a Focus for Development at the last inspection).

How well does the school, through its distinctive Christian character, meet the needs of all learners? Grade 2: Good

The school's Christian values are based on Galatians 5 in the New Testament (referred to there as the 'fruit of the Spirit') and these are reflected in the school prayer. Pupils say that this helps them to be kind to others and to have self-control. This is seen in very good behaviour and excellent relationships throughout the school at all levels, creating a caring, 'family' atmosphere. New teachers comment on the Christian ethos of the school. Religious Education (RE) makes a good contribution to pupils' spiritual and moral development. For example, a lesson on the Parable of the Lost Sheep helped Year 1/2 pupils to explore how God cares for them as a shepherd cares for his sheep. Year 3/4 pupils made scrolls in a lesson on Judaism, with their own rules written on them for a safer, happier world. Pupils gain a good knowledge of Christianity through RE and Collective Worship, and they understand the importance of learning about other religions in our society. They are enthusiastic in raising money for charities and recognise the Christian motivation in helping others. The school environment is well used to promote spiritual development, with a notable interactive 'prayer focus' in Year 5/6.

What is the impact of Collective Worship on the school community?

Grade 3: Satisfactory

Pupils have a very positive attitude to Collective Worship and behave and participate well, although they do not yet take any leadership role in worship. They particularly like singing, hearing stories and participating in role-play. Both teachers and pupils say that they value the opportunity worship gives them for reflection. However, this impact is limited for teachers, who do not attend on a daily basis. Pupils commented that they like to pray and that they would like more quiet time. They particularly like the quiet prayer-times in their classrooms at the end of the day. The rector leads worship once a fortnight and pupils find his contributions particularly inspiring, and they talk to their parents about it. He has used it, for example, to support pupils with bereavement. Year 5/6 pupils recently enjoyed taking part in a Eucharist at Rochester Cathedral as part of the Church Schools Festival, as recommended in the last report. Apart from this, the Anglican character of Collective Worship has not improved since the last inspection, when the use of liturgical practices such as Anglican greetings and responses were recommended. Pupils do not know the Lord's Prayer from memory. The headteacher, as co-ordinator, has planned Collective Worship on secular themes rather than on the Church's year, although the themes are frequently linked to Bible stories, and major Christian seasons and festivals are included. Teachers lead Collective Worship for their own classes on Thursdays, but they have no support in this and not all teachers regard this as a time for worship. Insufficient records are kept of daily Collective Worship and it is not monitored or evaluated.

How effective are the leadership and management of the school as a church school? Grade 3: Satisfactory

The headteacher has been in post for just over two years and has demonstrated commitment as a leader of a church school. The Diocese supported her in this in her second year of headship through an Early Headship Provision course in which she has benefited from links with other church schools. She is also supported by the rector who is an ex-officio member of the governing body. In her first year, she focused on the school's Christian vision, reflecting this in the school prayer. In her second year, she focused on RE, and this led to the governing body adopting and resourcing the Diocesan RE syllabus, which has led to an improvement in teaching and learning in this subject. The governing body is supportive of this church school but it has not taken strategic management of the school's self-evaluation process as a church school. It has not sought pupils' and parents' views on this, and the whole governing body has not seen the judgements made by the headteacher and RE subject leader of the school's effectiveness as a church school. In particular, there has been no formal monitoring of Collective Worship, and the governing body does not require teachers to attend on a daily basis. Despite this, parents know that the school is a church school, approve of the Christian teaching that their children receive and feel that it gives them a good foundation for life. There is a good link between the school and St Mary's Church in the village, with a number of church members on the governing body, including the chair of governors. Parents like the rector and many attend the school festivals held in the church.