



National Society Statutory Inspection of Anglican Schools Report

Great Bedwyn Church of England Voluntary Controlled Primary School

Farm Lane
Great Bedwyn
Marlborough
Wiltshire
SN8 3TR

Diocese: Salisbury

Local Authority: Wiltshire
Date of inspection: 13th March 2013
Date of last inspection: 10th December 2007
School's Unique Reference Number: 126391
Headteacher: Mrs Anne Davidson
Inspector's name and NS number: Mr Chris Williamson 290

School context

Great Bedwyn Church of England Primary School has 211 children on roll. The school serves the local area, however a significant number of children come from outside the school's catchment area. The number of children who have Special Educational Needs is average. 4% of the children are from ethnic minority groups which is well below average and 5% are entitled to free school meals which is also well below average. A new team rector was appointed in September 2012. The school has benefitted from two new classrooms.

The distinctiveness and effectiveness of Great Bedwyn Primary School as a Church of England school are outstanding

The distinctiveness of Great Bedwyn Primary School is demonstrated by the importance it places on promoting the well being of every child in an environment of mutual trust and respect. The ethos of the school is underpinned firmly by Christian values. The effectiveness and dedication of the staff and governors together with the partnership with the church and local community means that the school is well placed to continue to develop.

Established strengths

- The Christian values which underpin the daily life of the school through the effective interpretation of the school rule "Be kind"
- The relationships between all stakeholders
- The spiritual development of the children
- The partnership between the school, the church community and the local community

Focus for development

- To work with the new team rector to develop and enhance the partnership between the school and the church community
- To use the evaluation of collective worship to identify future improvements

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

The school places great emphasis on valuing each child as a unique individual. The single school rule "Be kind" is evident throughout the school community with children being encouraged to treat others as they would wish to be treated themselves. This ethos is rooted effectively by Christian values and is evident in the excellent relationships between all members of the school community, which demonstrate a high level of mutual respect, trust and cooperation. As a result of this, children's self esteem is continually reaffirmed and their personal development is outstanding. These qualities make a very significant contribution to supporting children's outstanding academic progress, regardless of their ability. In lessons observed children demonstrated enthusiasm and confidence in reflecting on their learning. The Christian ethos of the school enables children to be self motivated and to have high aspirations. Children feel confident and are able to talk openly about their beliefs and opinions as well as those of others. In a Year 2 religious education (RE) lesson about Jesus being tempted, children were asked to make a wish for the world. After discussion one child said, "a machine that creates happiness". This reflects the ethos of the school in which children are encouraged to develop as responsible and compassionate citizens. Children are encouraged to play an active role in the life of the school and in the wider community through fundraising for charities. The buddy system, involving the pairing of Year 6 children with Year R children, is very successful and often these relationships last well beyond the time when the Year 6 children have left the school. The Christian values of the school consistently encourage and promote children's social, moral, spiritual and cultural development and have a positive impact at all levels. Children are able to relate their behaviour to Christian values. A variety of interesting displays and opportunities throughout the school make an important contribution to children's spiritual development. For example children, parents and members of the community created a spiritual garden which was opened and blessed by the Bishop of Ramsbury in 2010 and continues to provide an area for quiet reflection. "Forest School" activities present many opportunities for awe and wonder and for the children's spiritual growth through the development of respect for each other and for the environment.

The impact of collective worship on the school community is outstanding

Children respond well to collective worship. In the collective worship observed, which was about being kind to each other, children were engaged throughout by a variety of appropriate activities; the collective worship was based firmly on Christian values. One of the school's strengths is that the worship themes are explored in depth since they are developed in all other areas of the curriculum, particularly PSHE, and School Council discussions. Staff have developed their skills in planning and delivering class based worship. Since the last inspection the school has increased the opportunities for children's active participation in worship. Children say they value and enjoy this increased involvement; they perceive worship to be more relevant and meaningful to them. Children understand the purpose of prayer. Prayer, silent reflection and music are used regularly and effectively to promote children's spiritual development and to encourage the children to apply messages learnt to the context of their lives. Children often feel inspired and affirmed by collective worship. The Christian values promoted in collective worship strongly influence the thinking and day to day actions of the school community. Children are able to relate their own values to Christianity. Children have a good understanding of Anglican traditions and practice. Children are familiar with the key Christian festivals and know a variety of prayers, greetings and hymns. Children's spiritual development is enhanced by the team rector's regular visits to the school to lead collective worship. Children enjoy using the church to celebrate the major Christian festivals; they respect the church and many feel that it is a natural part of their lives. Children also contribute to the Family Services. Collective worship is of central importance in the life of the school. Formal systems of monitoring and evaluation of collective worship have been introduced this year. Children evaluate and reflect on the impact of collective worship on their own lives. These evaluations have led to some improvements being made for example there is a stronger focus on linking Christian values to children's day to day lives in class based acts of worship. The school now recognises the need to develop these systems of evaluation further to identify future improvements.

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

The headteacher and governors are committed to the Christian status of the school and they provide outstanding leadership. The RE Coordinator is also responsible for collective worship and she demonstrates outstanding leadership qualities in both these roles. The well-being of the children is central to the school's vision. Christian values are promoted clearly and are central to every aspect of the school's life. Staff expectations are high and staff are good role models in promoting the school's ethos. Children and adults articulate with confidence how the distinctive Christian character of the school enriches the day to day life of the school. A cycle of regular self evaluation involving all stakeholders allows Christian values to be revisited and shared. This process informs strategic planning and enables issues to be readily identified. Evaluations have led to improvements being made, for example children's evaluations have highlighted the importance of caring for each other and this has led to an improvement in behaviour. The school has a clear understanding of its future development needs as a church school community. For example governors have a good understanding of the distinctiveness of the school as a church school and this plays an important part in staff appointments. Some teachers have had the opportunity to take leadership roles which have involved them in supporting colleagues in other schools. Staff have benefitted from a wide variety of professional development opportunities targeted to their responsibilities. The church community and church wardens provide outstanding support for the whole school community. The PCC are interested in the progress of the school and receive regular reports from the foundation governor. The children's RE is enhanced by using the church as a resource and by the team rector's visits to the school to support RE. The school has recognised the need to embrace the new team rector's vision to consolidate the church and the school's position at the centre of the local community. Productive links also exist with the Diocese. Support for a range of local and international charities has enabled children to have a wider awareness of the global community. There is a strong involvement with the local community, for example children sing in a local care home, community teas are organised by Year 5 children and a summer fete is organised for the school and the local community. Parents speak highly of the school and they play a full and active role in supporting it.

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