



National Society Statutory Inspection of Anglican Schools Report

Ladock Church of England VA Primary School

Ladock
Cornwall
TR2 4PL

Diocese: Truro

Local authority: Cornwall
Dates of inspection: 1st December 2009
Date of last inspection: 27th November 2006
School's unique reference number: 112010
Headteacher: Lisa Michell
Inspector's name and number: Angela Sumner 580

School context

Ladock Church of England Voluntary Aided Primary School is a 3 mixed age class, split site, village school. It serves a wide rural community. There are 60 learners and 17% have Special Educational Needs. Learners are mainly of White British origin. Leadership, staffing, and curriculum changes have raised significant issues which have continued to need effective management.

The distinctiveness and effectiveness of Ladock VA Primary as a Church of England school are good

This school is held in high regard by all stakeholders. The distinctive Christian ethos is evident throughout and makes a good contribution to teaching and learning. Learners receive good care and support and are encouraged to fulfil their potential within an inclusive environment clearly based on explicit Christian values.

Established strengths

- Welcoming, supportive nurturing environment based on explicit Christian values
- Positive, effective leadership by Headteacher and Governors
- Good links between school, church and wider community
- Caring approach to all stakeholders underpinned by Christian values

Focus for development

- Foundation Governors and Headteacher to secure a formal structure for monitoring and evaluation as a church school to include all stakeholders
- Develop detailed planning, monitoring and evaluation of collective worship to include an evidence base, and to include all stakeholders
- Secure formal RE assessment to include written evidence base to inform future planning and record learners' attainment

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

Learners feel safe, valued and confident because of the good level of care and respect shown by all members of the school community. The aims and ethos of the school are based on explicit Christian values, such as friendship, honesty and forgiveness. Christian values are shared and discussed so that learners know how these values can help them in their daily lives. Christian values are evident throughout the school in practice and confidently articulated by members of the school community. Learners speak about the caring family atmosphere

and express pride in their school. Learners show positive self esteem and enthusiastically speak of school and church. This is because learners are given good opportunities to develop their potential within a nurturing and inclusive environment showing good links between church and school. The school's documentation and displays proclaim the school's Christian character. Learners confidently describe Christian symbols displayed around the school, explaining their meaning with understanding. Learners speak positively of prayer within the daily life of the school and express the impact of prayer in their lives. Learners speak positively of quiet areas for personal reflection in the school grounds such as the Maori longhouse reminding them of God's Creation. As a result the whole school environment provides good opportunities for spiritual development. The school's Christian ethos of concern for others extends beyond the school community itself and is evident in the charitable work done in the wider community, as shown for example in fundraising for Children in Need and Send a Cow. Consequently these links between school, church and the wider community provide good spiritual development.

The impact of collective worship on the school community is good

Worship holds an important place in the life of the school. Learners experience church, outdoor sacred space and class based acts of worship. This allows for learners to experience a good variety of creative worship styles and age appropriate activities. A weekly theme for worship is linked with Social and Emotional Aspects of Learning. Learners speak positively of worship and being able to use a candle or artefacts to help them focus in prayer and personal reflection during worship. Consequently this provides good opportunity for spiritual development. Learners know the Lord's prayer and speak positively of being able to use school prayers at various times in the day. In whole school church based worship observed, an appropriate atmosphere for worship was achieved by use of music and stillness. Visual images and interpretation of the symbolism of Advent enabled reflection on the meaning of Advent and Christmas. Learners' behaviour was good because staff provide good role models. The effective collective worship programme is actively and enthusiastically supported by the local clergy who lead worship once a week. This involvement enhances the learners' understanding of the Anglican tradition. All stakeholders speak positively and enthusiastically of services held in church, for example in taking part in celebrating major Christian festivals. Therefore learners have a good understanding of the sequence of the church's year. Good links between school and worship leaders support distinctive Christian worship. Formal monitoring and evaluation of worship is at a developmental stage with limited evaluation by learners, and so missing the opportunity to develop further the involvement of learners in planning, leading and evaluation of collective worship. This has been identified by the school as an area for development in a review of collective worship.

The effectiveness of the religious education is good

Religious education is good and is delivered through a creative curriculum enhanced by the provision of religious education focus days. Standards of attainment are comparable with those in core subjects. Learners show a positive, open attitude and clearly enjoy religious education. Learners speak positively of the range of activities provided and learners' views are valued and respected. Learners enjoy thinking and talking about their own beliefs, as well as those of others. Learners place high value on religious education and express its importance in helping them in their future lives. This then provides clear opportunity for spiritual development. Effective cross curricular links are made where appropriate, for example in a lesson observed linking RE and ICT where learners were able to confidently discuss the symbolism of Christingle. Learners were able to discuss and reflect on the Christian value of compassion, applying the meaning to their own and others' lives. Consequently RE provides good spiritual development. Some planned cross curricular opportunities for spiritual development occur, for example in a lesson observed linking Art and RE where learners effectively linked the meaning and symbolism of Diwali. As a result religious education provides many good opportunities for spiritual development. Learning is promoted by use of learning objectives with effective use of differentiation, time, resources and learning styles. Learners are actively involved and can explain their understanding clearly using appropriate religious vocabulary. The subject leader is enthusiastic, effective and confidently expresses a clear vision for RE. The quality of teaching observed is good and underpinned by good subject knowledge. The importance of religious education is evident throughout the school

and is shown, for example in the good quality RE displays making good links with other curriculum areas such as Literacy and Art.

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

The Headteacher and governors confidently articulate a clear vision based on explicit Christian values which are at the heart of the leadership and management of the school. The strength of leadership and management of the school is evident in the approach and outcomes achieved by the Headteacher and governors during times of significant change and challenge. The vision is shared with all stakeholders in many ways including newsletters, questionnaires and the ready accessibility of the Headteacher and all staff. Parents speak positively of the open and nurturing ethos of the school, and say school is 'friendly and gives our children equality of opportunity'. Parents express high value on the care and inclusive support shown for all learners. Governors are effective and supportive through a range of activities in school including governor links to curriculum areas. Governors monitor and evaluate the school as a church school informally. Foundation governors have a clear understanding of their role within the life of the school and are effective in supporting the Church of England foundation. The Headteacher and Governors speak of the impact and value of involvement in ongoing professional development training, for example in attending diocesan training on church school governance and Self Evaluation as a church school. Good links between school, church and the wider community are evident, for example in celebration of services in church such as Harvest festival and giving Harvest gifts to the elderly in the community. All stakeholders speak highly of these popular church services. Good church links are integral to the school shown for example in pastoral care for all stakeholders. The links between church and school are interlinked in a range of activities including holiday club and worship activities. The governors are very confident with the collaborative approach of the Headteacher, and all stakeholders appreciate the strong emphasis on a team approach to the school community.

SIAS report December 2009 Ladock Church of England VA Primary School, Ladock.
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