

## **Statutory Inspection of Anglican Schools**

### **Report**

School:	<b>Shepton Beauchamp Church of England Primary School, Shepton Beauchamp, Ilminster, Somerset, TA19 0LQ</b>
Status:	<b>Voluntary Controlled</b>
Diocese:	<b>Bath and Wells</b>
Local Authority:	<b>Somerset County</b>
Date of Inspection;	<b>8<sup>th</sup> October 2009</b>
Date of last Inspection:	<b>30<sup>th</sup> April 2007</b>
School's unique ref. no.	<b>123773</b>
Name of Head teacher:	<b>Karen Brooker</b>
Chair of Governors:	<b>Reverend Geoff Wade</b>
Inspector's name & NS no:	<b>Janet Bond 247</b>

#### **School Context**

Shepton Beauchamp Primary school has 42 children on roll. Until it received Primary status in September 2009, the school was a First school. The majority of children are from a white British background. The school uses the village amenities, such as the village hall, to supplement the limited indoor and outdoor space available. Building work is underway which currently impinges on the limited playground and indoor space. The Headteacher leads and manages two village schools.

#### **Summary Judgement**

**The distinctiveness and effectiveness of Shepton Beauchamp Primary School as a Church school is good**

The school's Christian values permeate all aspects of school life. The local church plays an important role in sustaining and contributing to an understanding of these values. Children enjoy school, and are caring and

considerate of each other. The family atmosphere and the children's good personal development are appreciated by parents.

### **Established Strengths**

- The positive attitude children have for school and their daily practise of faith based values
- Good relationships and behaviour because all feel treasured and special
- Outstanding and effective links with the local church

### **Focus for development**

- Establish strategies for monitoring and assessing children's short term progress in religious education (RE)
- Promote children's understanding of their country's diversity
- Establish explicit systems for monitoring the impact of the school's Christian aims

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

Children have a very positive attitude to all aspects of school life and to each other, and relationships within school are very good. This is the result of all living the Christian values that are effectively promoted and understood through links with the church, collective worship, religious education and through example. Children are confident to express their ideas and opinions because they know they are valued. In a religious education lesson, children were happy to talk about Jesus; what they knew and what they would like to find out. One child clearly understood that information about Jesus could be found in the Bible. Children's behaviour is good and they work and play in a spirit of cooperation and support. Children's spiritual development is nurtured and enhanced through their very close links with the church and through the effective use of peaceful outdoor gardens and natural spaces. They have a clear understanding of right and wrong and show kindness to each other. The school council continues this thought for others in fundraising for local, national and international charities. When a valued member of staff died the children designed a stained glass window by which to remember her, which now adorns a classroom. At this time the family were comforted by the care and compassion of the children, an example of how they live out Christian values. Children's understanding of other cultures and religions is developed through projects, for example this term on India, a country chosen by the children, contributing to the global aspect of community cohesion. However, children have a limited understanding of the diversity within their own country. Although effective displays enhance children's understanding of Christianity and other religions, the lack of space to display them, or for storage, lessens the impact of these displays.

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

Children enjoy and are engaged in collective worship because it is made relevant to them. In one act of worship, following the theme 'favourite books', children were amazed at how many books there were in the Bible, and were

intrigued at the various aspects they covered, from stories to poems and laws. Children's understanding of worship is developed through their involvement in acts of worship, with the older children taking responsibility for preparing the music at the beginning of worship and for announcing the title and composer. At prayer time a candle is lit to remind children to focus on their thoughts and to remember the special time to talk to God, and the prayers used in worship are written and read by the children. Once a week, worship is taken by the incumbent in the local church, strengthening the school and parish partnership, with parents and members of the village community participating. Children enjoy being in church and have an understanding of the artefacts and areas of the church as well as the people who help, such as the organist and the bell ringers. Once a month many children attend the Sunday family service and participate by taking responsibility for readings and prayers. The Harvest Festival, led by the incumbent, was held at a farm, which made the experience more meaningful to the children when giving thanks for their food. Children experience a wide range of Anglican tradition and practice in school, church and in the community about which they speak. The incumbent, lay readers and visiting speakers significantly contribute to these experiences, which enhance children's knowledge and understanding of the Christian message. Themes for collective worship are well planned by staff, the incumbent and the lay reader. These themes help children gain an understanding of Christian values which they translate into daily school life. Governors monitor collective worship, and every term children are asked their opinions of worship, these responses contribute to planning for the following term.

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

The headteacher and governors regularly revisit the Christian aims of the school to ensure they are appropriate and that they underpin all aspects of school life. Monitoring of the impact of these is developing well, although some aspects of monitoring need to be made more explicit. Governors are very supportive of the school and have been much involved, as has the diocese, in supporting the change from First school to Primary school status. The impact of the very close and effective partnership between the school and the church significantly contributes to the community cohesion within school and the wider community. A number of parents join in the Sunday family Church service with their children, and all benefit personally, spiritually and professionally from these working links. Relationships between all are visibly based on Christian love, care and concern. Parents are closely involved in all aspects of school life and are very supportive of the school, which they say has a family atmosphere with all caring for each other. Religious education is well led, planned and organised, and the newly introduced system for assessing children's work on a term by term basis is now being implemented. Resources for religious education are comprehensive and used in school displays to support children's learning. This is a happy school where children feel valued, cared for and cherished.

*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).*