

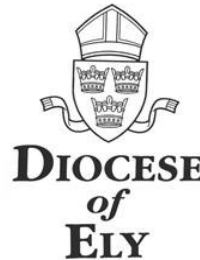
National Society Statutory Inspection of Anglican Schools Report

Teversham Church of England Voluntary Aided Primary School

Church Road,
Teversham,
Cambridge,
CB1 9AZ

Diocese: Ely

Local authority: Cambridgeshire
Dates of inspection: 22nd May 2008
Date of last inspection: July 2004
School's unique reference number: 110834
Headteacher: Mr M. Read
Inspector's name and number: Mr J.W. Bradley NS129



School context

Teversham Primary School is situated close to its church on the edge of this village to the east of Cambridge. The school serves the village, but a relatively high number of parents from outside the immediate area choose the school for their child due to its church school ethos. Two thirds of the pupils are white British and a small number of the remainder speak English as an additional language. The headteacher, who has been in post for thirty three years, is due to retire in August 2008.

The distinctiveness and effectiveness of Teversham Church of England Primary School as a Church of England school are good

The relationships within and the respect for this school are built upon an atmosphere of Christian love and care for all. Church school status has a high profile and the outstanding work done in religious education underlines the importance of how Christian values such as tolerance, inclusion and compassion affect all that a school does for its pupils. Developments in the role played by governors in evaluating these aspects of their school are beginning to have effect.

Established strengths

- The atmosphere throughout the school of mutual co-operation, based upon clear Christian values.
- The outstanding organisation and effect of religious education teaching.
- The commitment to the inclusion of all.

Focus for development

- Governors to develop more detailed formal methods to evaluate church school status.
- To increase links with the school's church.
- To extend the current system of the evaluation of worship to include staff and governors.

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

It is immediately clear to the visitor that Teversham is a church school. Displays and artefacts throughout the building, plus the visibility of the school's ethos statement and values, leave no doubt as to how this status should affect everything done for pupils. Relationships throughout are based upon the Christian values of love and respect, plus the integrity of all. Pupils feel valued in this school and say 'there is a good, happy atmosphere and we all matter'. They also say 'we are taught to respect all others'. Parents speak highly of the school saying that 'pupils are taught the correct values' and it 'respects our children by offering them a sound Christian based education'. The pupils are used to considering the needs of others as result of the emphasis placed upon charitable giving, both for local and international need. Links with the school's church are not as strong as they previously have been due to the ongoing illness of the incumbent. However, the school is aware of the need for increased links as the appointment of the new headteacher has led to discussion regarding future necessary developments. It is notable that links with the wider church have been well maintained by the contributions of a neighbouring incumbent and a local Baptist minister.

Parental views of the school are regularly sought, but this process does not, as yet, include a church school element.

The impact of collective worship on the school community is good

Worship is clearly a whole community activity in this school, with staff being present to confirm the fact. The pupils are used to an atmosphere of Christian worship and respond appropriately to the suitable prayers and Anglican responses regularly used. The church's year is very closely followed by visiting priests and a lay reader, thus making pupils very aware of the Church of England status of their school. The use of a candle as a focal point, a cross and appropriate displays such as that explaining 'The Trinity' all add to the meaningfulness of the worship. A very clear distinction between worship and assembly is made by pupils being asked to turn and face the other end of the hall from the cross during a 'business meeting'. The very well organised 'International Days' very successfully introduce pupils to the worship and culture of other faiths. Pupils are very much involved in the preparation of worship and complete a simple recording system of the theme, hymns, prayers etc. They also carry out some evaluation of the worship, as does the Chair of Governors during a termly visit. This is not as yet a formalised process involving staff and governors and there is awareness of this fact. It is in the promotion and maintenance of a whole school ethos that the worship is so successful in this school. Pupils are regularly encouraged to reflect upon the subject matter, making them aware that their school thinks and cares about the wider world. The atmosphere prevalent during worship also makes them aware that their school cares about them.

The effectiveness of the religious education is outstanding

The profile of religious education is very high in this school. It is a constant and central part of the school improvement plan and its impact and effectiveness are constantly scrutinised by a dedicated and knowledgeable co-ordinator. The differing aspects of learning about and learning from the subject are carefully thought through for the benefit of pupils. As a result all lessons encourage reflection upon how the subject matter impacts upon life today., exemplified by 'how does the Bible teach me about the way I live' in Year 2, 'I can talk about things that happen to me' in the Foundation Stage and 'What is my response to world injustice' in Year 6. Pupils are knowledgeable about the subject matter and clearly enjoy the interactive nature of the teaching, leading to meaningful class discussion. Recording methods are interesting and varied, including poetry, prose, art and drama. Work regarding other faiths and cultures is very carefully and thoroughly organised and offers pupils high quality experiences including work on Inuit peoples, Buddhism, Judaism and life in a variety of other countries. Pupils are thus made aware and encouraged to respect those with faiths and cultures different from their own. Easter is celebrated in outstanding ways with 'a day of creative activities all linked to aspects of the holy week'. The subject is well planned, assessed and evaluated and its impact upon whole school ethos is clear in that the Christian values so evident throughout the school are constantly re-inforced by the teaching in religious education.

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

The headteacher and staff of Teversham Primary School are very clear regarding their desire to provide an education for every one of their pupils that is based upon sound Christian values. The outstanding organisation and impact of the religious education teaching is testament to the level of importance placed upon their church school status. Governors, in particular those appointed by the foundation, are totally in agreement with these aims and objectives. Work has now been begun by governors to evaluate more formally the church school aspects of their role and in particular what should be distinctive in what is provided for pupils. The appointment of the new headteacher, a practising Christian, has led to increased consideration of these matters and plans are now in place to increase formalised and regular discussions. Good pastoral care of pupils is a result of the good management by the much respected headteacher. Due to this care, pupils understand they are loved and sustained within a clear Christian context and say 'all the teachers are very kind to us'. They also appreciate the need to care about each other and the wider world and comment that 'we're making a difference in respect of the school's charitable work. The school currently provides a genuine Christian atmosphere in which all its pupils are respected and encouraged to thrive and there is much evident goodwill for further progress to be made.

