

**Cameley Church of England V.C. Primary School**

**Meadway,  
Temple Cloud,  
Bristol.  
BS39 5BD**

**Diocese:** Bath and Wells  
**Local authority:** Bath and North East Somerset  
**Date of inspection:** 25th September 2014  
**Date of last inspection:** 16th September 2010  
**School's unique reference number:** 109186  
**Headteacher:** Mr Dieter Cook  
**Inspector's name and number:** Mr Steve Ford 764

**School context**

Cameley Church of England School is a smaller than average sized primary school. The school capacity is 126. The number of pupils eligible for Pupil Premium is average. The proportion of pupils supported at School Action Plus is above average and those at this stage and having a statement is above average. The school meets Government floor standards in English and Mathematics. Most pupils are White British and live close enough to walk to school. There has been a recent turn over in membership of the governing body.

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

Christian values are referred to frequently, embedded and practised in this caring school. The children live out these Christian values and recognise them in the actions of others. The Christian values bring positive, caring and respectful attitudes to learning. The school has high expectations of both academic progress and Christian development. The staff are fully engaged with the school's Christian ethos and core Christian values, which have an effective impact on children's learning.

**Established strengths**

- Caring relationships between staff and the rest of the school community
- The progress of children as a reflection of the school's Christian distinctiveness
- Christian Values practised in everyday life, which are recognised and have a significant impact on children's development.
- The leadership and commitment of the headteacher and assistant headteachers, who ensure practice of Christian values rather than just documentation.

**Focus for development**

- Articulate the school's Christian aims and vision to the school community including parents and wider community.
- Instigate a rigorous and accountable strategy of monitoring the school's Christian character, to stimulate improvement, and inform the School Development Plan
- Engage governors in training to ensure the school's Christian ethos and character are clearly analysed and developed and used to set aspirational targets.

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

The school through its Christian practise and work on Christian Values ensures children make good progress, as is evidenced by their Ofsted inspection (May 2014) and the data presented. The school shows care and respect for all pupils and staff and it is clear the

school is Christian and inclusive. Pupils are valued for their contributions. There has been a significant amount of work undertaken since the last inspection on Christian values and matching these to the curriculum and pupils' Spiritual, Moral, Social and Cultural (SMSC) development.

It was evident that the children understood what it was to be Christian. One child commented, "You can tell we are a Christian school by the way we treat each other and our Christian values". The school values have been well explored understood and communicated to the staff and pupils and are embedded in practice. These values now need to be articulated more widely and demonstrate the confidence of those values to the wider community.

Religious Education (RE), Christian values and bible stories often form the basis for work across the curriculum as evidenced in children's' literacy books, SMSC lessons, planning and preparation documents. The Christian environment is evident in the attitudes and vocabulary of staff, and pupils demonstrate its presence in their behaviour. There is a clear focus on forgiveness as evidenced by a reflection corner in the school. The concept of forgiveness and reconciliation is central to behaviour management, which focuses on developing rather than punishing the child. The result is a culture of praise and reward throughout the school. Much of the development of Christian character has been developed by the Senior Management Team and staff, and now needs further understanding and involvement by the governing body in order that they can hold school leaders to account.

RE is well led and planned by the subject leader, is enjoyed by the children and has a significant impact on the Christian character of the school.

There are good links with the Church School Trustees and they contribute both financially and are supportive of the school, visiting to give children's bibles to the new Foundation Stage children, to demonstrate their start of education is also the start of a Christian journey.

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

Collective worship has a good impact on the school community. During worship learners are attentive and engage enthusiastically during the singing of hymns. Children are involved in setting up for collective worship and in reading a set prayer or their own prayers. Children commented that they liked reading their own prayers but they would like more involvement in planning and taking part in worship. Collective worship is planned well in advance but not shared with parents. It has some connection with the church year through liturgical colours and the celebration of key Christian festivals. The school uses a traditional pattern of worship that is clearly Anglican, giving pupils an understanding of Anglican faith and practice. Celebration of Christian festivals sometimes take place at the local churches within the benefice. Collective worship shows balance of focus and method of delivery including song, drama, poetry and other creative ways of involving and engaging the children.

The new incumbent has started to attend collective worship and is involved in a small way in planning and leading. The further involvement of the incumbent in the wider life of the school would enhance the impact of collective worship. Collective worship has good references to the life of Jesus and the Bible and makes these relevant to everyday life.

During the inspection older pupils were able to articulate the concept of the Trinity and gave some partial, simplified explanation of God as Father, Son and Holy Spirit. The act of collective worship observed was inclusive, using actions to support the story and the song. This involved all present, including the staff.

Collective worship is monitored, but there is little evidence of this having a significant impact upon its development. Governors' visits to collective worship are positive but follow up discussion and development within the governing body is not evident. Foundation Governors could take a greater role in this respect.

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

The Senior Management Team and staff have worked hard to develop a clear concept of Christian values that they articulate well. The pupils likewise can articulate and understand the core Christian values and recognise them in practice. This acknowledges the good work

of the leadership team. The school self-evaluation is accurate and has involved staff and governors. In order to sustain this good standard, new governors should become quickly conversant with the school's aims and vision in order to hold the leadership to account. The governing body currently have a good systematic approach to monitoring collective worship and the school's Christian character but could improve their analytical approach of data collected, to enable them to judge the school's performance, as a church school, against the SIAMS criteria.

The school has an effective PTA that is well aware that the school has a Christian nature and are well focused on supporting it. The PTA is good at supporting enriched curriculum opportunities, as are the School's Christian Trustees. The Trustees visit regularly and provide children's Bibles at the start of children's schooling, signifying the start of a Christian education. They have also sponsored the development of Christian symbolism around the school. Both the PTA and the Trustees support extended curriculum opportunities and provision of resources. The school have rightly sought the opinions of parents and may in future include questions or opportunities to respond to the school's Christian nature.

The Senior Management Team have conducted good work on SMSC and matching this to Christian values. This is well reported to governors. It has played a significant role in the development of Christian values in the curriculum and provides the school with a good practising Christian ethos.

There is some development of future church school leaders which could be further enhanced by providing appropriate training opportunities for staff and governors. An induction package regarding being a part of a Church school for staff, governors, or parents might help share the school's vision more widely.

SIAMS report [September 2014] [Cameley Church of England VC Primary School, Meadway, Temple Cloud, Bristol.