



National Society Statutory Inspection of Anglican and Methodist Schools Report

Terling Church of England Voluntary Aided Primary School

New Road, Terling, Chelmsford, Essex. CM3 2PN

Diocese: Chelmsford

Local authority: Essex

Dates of inspection: 18th June 2013

Date of last inspection: 15th October 2008

School's unique reference number: 115166

Headteacher: Maria Rumsey

Inspector's name and number: John Baker 11

School context

Terling CEVA Primary School, which was established by Lord Rayleigh, is set in rural Essex and currently has 106 pupils on roll. Almost all pupils are from White British backgrounds and there are no pupils who are at an early stage of learning English. Most pupils come from the village and surrounding area. The school is situated a short distance from All Saints' Parish Church, Terling.

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

The school's exceptionally strong Christian ethos permeates everything that it does. This ensures that the school effectively meets the needs of all its pupils, enabling them to become independent, confident and enthusiastic young people who are very well prepared for the next stage in their educational journey and able to take their place in and contribute to the local community and beyond.

Established strengths

- The school's core 'Gospel' values, with their focus on forgiveness, justice, hope, joy, peace and truth, supported strongly by its very close links with the parish church of All Saints and valued highly by parents and carers.
- The overall quality of collective worship and religious education, which nurtures and promotes pupils' spiritual, moral, social and cultural development and enriches the life of the school at a very significant level.
- The highly effective Christian leadership of the school provided by the headteacher and deputy headteacher, ably supported by the staff team, the Rector and governors.

Focus for development

- To strengthen the involvement of foundation governors, staff and others in the review and evaluation of the work of the school as an Anglican church school in order to ensure its sustainable and continuous improvement.
- To develop further the school's outside environment so that its contribution to pupils' spiritual development is enhanced, and provides opportunities for times of reflection for all members of the school community.

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

The school's aims are inclusive and strongly support the work of the school as a church

school. These aims include the development of the whole child as an individual, created in God's image. The school's Gospel Values, which are set out in every classroom and elsewhere throughout the school, provide a major and explicit focus for the school's acts of collective worship and for teaching and learning, particularly in religious education [RE]. Pupils, including pupils in Key Stage 1, are able to articulate the school's values, and this directly contributes to the provision of a very strong nurturing environment where pupils thrive. Moreover, the school's values permeate the life of the school. As a result of this relationships are very strong and supportive and pupils' behaviour is of the highest standard. Pupils' achievement levels in English and mathematics compare very favourably with the best schools in England and similar levels of achievement are to be found in RE. This contributes significantly to the distinctiveness of the school's Christian character and to meeting the needs of all the pupils, including pupils with special educational needs and disabilities. Nourishing pupils' spiritual, moral, social and cultural [SMSC] development is central to all it does and this can be seen in the way all pupils have very positive attitudes, are open to the views of others, enjoy coming to school and are eager to learn. Their attendance rates, moreover, are at the highest level nationally. 'Everybody knows everybody...and we're all the best of friends', said one pupil, summing up the views of pupils throughout the school. Pupils in the choir sing in the parish church for special services, at the Flower Show and on other occasions, enabling links with the church and the community to be strengthened. All pupils participate in the school's charitable work, enabling them to appreciate and understand the needs of those less fortunate than themselves locally and, in particular, the needs of children in Kenya, through the partnership link in the Diocese. Classroom displays, Christian symbols, a display setting out the Anglican church year, the display on Christian Youth Outreach and the beautiful cross in the school hall made up of tiny drawings and messages from every pupil in the school, all contribute to the distinctive Christian character of the school. All this ensures that the personal, spiritual and educational needs of all pupils are met at the highest level. Extending the nurturing of pupils' SMSC development beyond the school building would enhance even further this undoubted strength of the school's provision.

The impact of collective worship on the school community is outstanding

Pupils are actively and consistently involved in the school's daily acts of collective worship, including the planning. This enables pupils to offer their own ideas, to suggest improvements and for them to provide an informal monitoring role. Pupils' responses during these times through sharing in the prayers, singing the beautiful range of hymns and songs, including a moving setting of the Lord's Prayer, encourage a truly spiritual start to the school day and its impact on the lives of pupils and staff is profound. Music, singing in particular, is a vital ingredient of worship at Terling Primary School. Services are held in the parish church during the year. These include the school's Carol Service, Easter Service – where annually 'Godspell' [the musical] provides the focus for deep and profound worship – the Leavers' Service and Harvest Festival, offering pupils the opportunities to express their love of God through song. Pupils' attitudes to worship, as a consequence, are overwhelmingly positive. When governors, parents and others attend special class assemblies, services in the church or on other occasions they also gain a real sense of worship. The school draws on a wide range of themes over the course of each term, including, for example, the school's values, church festivals, feast days and stories from the Old and New Testament. The setting out of religious artefacts, such as a wooden cross, the symbolic use of colour, lighting a candle to open the act of worship and the placing of a Bible on the table at the front visually enhance the school's acts of collective, reflecting the cycle of the church year. Pupils' awareness and understanding of the Trinity is strongly promoted during these times as are the traditions and practices of the Anglican church.

The effectiveness of the religious education is outstanding

Pupils make outstanding progress in RE during their time at Terling School, with the attainment levels of almost a half of all pupils being above that expected for their age by the end of Key Stage 1 and Key Stage 2. Pupils' progress in RE is assessed very thoroughly at the end of each unit of work and feedback to pupils on how they are doing and what their next steps in learning are in lessons is of the highest quality. Teachers' expectations are, moreover, extremely high and these are shared with the pupils. This enables all pupils, whatever their starting points, to be encouraged and supported to give of their best. Regular

monitoring of lessons and work sampling take place and this provides clear evidence that the quality of teaching and learning in RE are outstanding. The school follows the Diocesan scheme of work and teachers carefully plan their lessons in line with the curriculum framework. Drama, music and a wide range of practical activities provide a basis for many RE lessons and, as a consequence, pupils are able to take ownership of, and really enjoy their learning. Pupils visit the parish church as part of the scheme of work and observe and write about different features. This enables them to develop an understanding of aspects of Christian belief and practice. As one young child said when she saw a picture of the font: 'I was christened in that...and my mummy was married in the church'. During an RE lesson about God the creator a pupil said, 'God loves everyone the same even if you are not famous', reaffirming the uniqueness of every one. The school's links with the parish church are also strongly reinforced during RE lessons. An older pupil said, 'It makes me feel that I am part of a massive family when I visit the church'. Pupils' spiritual development is also powerfully nurtured and nourished during such lessons and the school's Christian foundation affirmed. Although the main focus of RE is Christian, all the other major world faiths such as Judaism, Hinduism and Islam, are explored. This provides opportunities for pupils of all faiths to learn to empathise with pupils from different faiths and backgrounds and to reflect on the Christian life. Classroom displays and acts of collective worship based on class RE topics clearly demonstrate the importance of RE in the lives of pupils, and its contribution to the distinctiveness of the school as a Christian school is tangible.

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

The headteacher, teaching and other staff very passionately articulate the Christian vision for the school which the school's aims strongly reflect. Without exception, everyone associated with the school speaks about the school as a church school with very clear Christian values. The headteacher, deputy headteacher, Rector and foundation governors in particular have brought about continued improvements in the quality of provision of RE which was an area for development in the last inspection. The Rector leads an act of collective worship each week, which reinforces pupils' understanding of his role in the school and helps cement the school's links with the parish church. All staff share responsibility for and receive training in delivering RE and collective worship and senior members of staff receive training in leading the school as a church school. This ensures that the leadership of the school is sustainable and developed. A more active involvement of foundation governors, staff and others in the review and evaluation of the work of the school as an Anglican church school, however, would increase the school's capacity for improvement even further. Explorers, a Christian after-school club, meets weekly and up to twenty pupils attend. This provides opportunities for pupils to explore in greater depth the core Christian values of the school. To help strengthen pupils' understanding of the diverse needs of others, the chair of governors, headteacher, deputy headteacher and Key Stage 2 lead teacher have all visited Kenya as part of the Diocesan partnership, and the headteacher of Kianguenyi Primary School and one of his teachers have visited Terling. Staff from local Anglican church schools also meet together as part of this link, reinforcing the school's community and worldwide church links very effectively. The school's Christian caring ethos is understood overwhelmingly by parents, who passionately support the school within the community. Every child is fully accepted, regardless of their background or difficulties in learning. 'The commitment of the teachers,' as one parent asserted, 'is something I have never seen before.' The areas for development arising from the previous church inspection linked to making more explicit the school's Christian values and exploring links with the worldwide church have been addressed at the highest level.

SIAMS report June 2013: Terling Church of England Voluntary Aided Primary School, Terling, Essex. CM3 2PN