



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Cuddington and Dinton C of E (Aided) Primary School**

Upper Church Street  
Cuddington  
HP18 0AP

**Diocese: Oxford Diocese**

Local authority: Buckinghamshire

Dates of inspection: 5<sup>th</sup> December 2013

Date of last inspection: 8<sup>th</sup> June 2010

School's unique reference number: 110452

Headteacher: Kim Price

Inspector's name and number: Sandra Symms

Quality assurance: Lyn Field NS151

### **School context**

Cuddington and Dinton C of E (Aided) Primary School is on two sites with the juniors based in Dinton and the infants based in Cuddington. A high percentage of pupils are White British. The proportion of disabled children or those with special educational needs is below average. The proportion of children known to be eligible for the pupil premium is well below the national average. Following a fire at the junior site in 2011 all pupils were educated on the infant site for the academic year 2011 – 2012, whilst the junior site was rebuilt. The headteacher was appointed in February 2011.

### **The distinctiveness and effectiveness of Cuddington and Dinton as a Church of England school are good**

- The vision of the headteacher, effectively supported by senior staff and governors has embedded strong Christian values and a distinctive Christian ethos.
- The Christian character of the school supports the good achievement of all learners.
- Caring, supportive relationships between all stakeholders benefit all learners.
- The behaviour of pupils is exemplary and links to the Christian values of love, trust and respect.
- Effective links and training with the Diocese have led to a significant improvement in the Christian character of the school.

### **Areas to improve**

- Governors to establish regular monitoring and evaluation of religious education and collective worship that includes all stakeholders, which informs future planning and leads to further improvements.
- Improve provision for pupils to learn about and from other world faiths.

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

This is a highly caring and welcoming school. The strong Christian values are made explicit through vibrant displays and are constantly lived out by all stakeholders on both school sites. The distinctively Christian values such as trust, love and respect are made explicit through worship, teaching and learning across the whole curriculum. This leads to strong, supportive and caring relationships between all members of the school community. Pupils are proud to belong to this school and their behaviour is exemplary. Learners are able to attribute their behaviour and positive relationships to the values. Christian values shine brightly in this school. The Christian character of the school has a significant impact on the spiritual, social and moral development of the learners. Their spiritual language is mature and strong as a result of regular opportunities to write and share prayers and to discuss 'big questions' especially in religious education (RE). The cultural development of pupils, however, is comparatively underdeveloped and they are not fully conversant with Christianity as a multi-cultural world faith. Plans are in place to develop this. The Christian character of the school clearly supports the good achievement of all pupils. Staff and children are prepared to show resilience and take risks in their teaching and learning which has led to improved pupil achievement. The disaster of the fire in 2011 brought the whole school community together and strengthened the Christian character of the school. One parent commented that the Christian ethos of the whole school community showed itself after the fire and added, 'We trusted it would all come good with God's help'. The curate echoed this when he said that good things come out of disaster and out of the ashes an outstanding Christian character has arisen.

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

Worship reflects the strong Christian ethos of the school and links to the Christian values. Learners show regard for the importance of worship and have a growing knowledge of Anglican traditions on both school sites. They listen attentively and respond positively, singing with enthusiasm. Time for quiet reflection is observed in a respectful and sincere manner. Learners participate willingly by reading prayers and Bible verses. On the junior site a prayer written by the Y2 pupils was used in the worship, connecting the two sites effectively. Prayers are said at the start of governor meetings and the start of the School Ball included a prayer written by the children. The inclusion of thoughtful and reflective prayers which are often written by the children, contribute to the spiritual development of all stakeholders. Pupils are inspired to serve others through fundraising and charity work and these good works have added to pupil's spiritual, social and moral development. The school has developed good systems and practices for collective worship. As a result of this it is now in a good position to act on the recommendations from the previous inspection and involve children in planning and leading collective worship and taking more responsibility for it. Learners are enthusiastic to share their good knowledge and understanding of Jesus' important place in worship. Pupils talked about how Jesus took sins away from the world and how He forgave people. Learners were excited to explain the link between the baby Jesus in the manger and His death on the cross. One pupil said, 'He gave us life, hope, love and relief'. Learners have a growing understanding of God as Father, Son and Holy Spirit. Staff, governors and clergy plan and lead worship. There are strong links between the school and the church, and the Church Group leads 'Open the Book' worship based on Biblical material. Family services in church bring about a sense of coming together in the name of Christ. Regular monitoring and evaluation of collective worship is in its early stages. Leaders have started to seek informal feedback from pupils to make some improvements, however, the school has no formal systems in place. The school meets the statutory requirements for collective worship.

### **The effectiveness of the religious education is good.**

Standards of attainment for the large majority of learners are good. Learners are on track to meet or be above national expectations by the end of the school year and progress is good throughout the school. The quality of teaching is consistently good. Learners are challenged and excited by the 'big questions' which are set in the context of Biblical teaching. In a Y 5 lesson learners were thinking about the question, 'Could Advent be more important than Christmas?' Learners were keen and confident to share their opinions with one another and one child commented that, 'Without Advent you wouldn't be prepared for Jesus'. Effective links were made with the collective worship on both sites when pupils read Bible verses linked to Advent and Christmas. Consequently the impact on their knowledge of Christianity is good. Planning shows that learning activities are adjusted to match pupils' different abilities so that the needs of all learners are met. Religious education has a high profile within the school and has a significant impact on learners' spiritual, social and moral development. The school has rightly identified that further provision to learn about and from other world faiths is needed so that children's cultural development can progress further. Since the last inspection the school has made progress in implementing assessment procedures in religious education. These are now starting to inform planning, teaching and learning. As a result of this, teaching and learning is pitched at the right level and benefits all learners. The subject leader monitors the effectiveness of religious education through lesson observations, pupil progress meetings and book scrutiny. Governors are kept informed about the effectiveness of religious education through the development plan. They acknowledge that their first-hand knowledge of the effectiveness of religious education is limited and plans are in place to address this. The school meets the statutory requirements for religious education.

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

The Christian vision is clearly articulated by the leaders within the school. The development of the school's Christian distinctiveness has been a high priority since the last inspection. School leaders were clear that the process of everyone engaging in the vision and values was key. As a result of good leadership from the headteacher and deputy headteacher, supported by the governors, the Christian identity of the school has been reaffirmed and enhanced. Development opportunities provided by the Diocese for the deputy headteacher, with regard to leading in church schools, have made a significant impact on the Christian distinctiveness of the school. One staff member said that as a result of his training the deputy head has shown staff how to put theory into practice. Prayer has become an important part of the school day with the introduction of a 'Nod to God', collective worship has been revamped and religious education has a high profile. Governors have benefitted from Diocesan training on vision and values and recognise that the school's Christian values are important, meaningful and key to what the school is about. Accurate self-evaluation from school leaders has led to the school being clear about further development points. Governors are aware that their role as leaders is to establish regular monitoring and evaluation of the school as a church school and the development plan reflects this. The leadership team has driven fundamental changes, and decisions have been wise and timely in order to move the school forward. The strong partnership with the church, parents, Diocese and the wider community has clear benefits for all learners. This was evident after the fire when the whole community had to 'dig deep' and work closely together to support and care for one another.