

**Name and address of school**

Great Barton CEVCP School
School Road
Great Barton
Suffolk IP31 2RJ

Type of school

First School

Status

Voluntary Controlled

Diocese

St Edmundsbury and Ipswich

LEA

Suffolk

Date of inspection

2 May 2006

Date of last inspection

July 2000

School's unique reference number
124697

Name of Headteacher

Sarah Rees

Name of Inspector

Simon Windmill

NS number

182

Context

Great Barton CEVCP school is a small rural first school with five classes. The Headteacher was appointed in September 2005. About a quarter of the children come from beyond the school's catchment area. Nearly all the children come from white British backgrounds.

Summary Judgement

Great Barton school's effectiveness and distinctiveness as a church school is judged to be outstanding. The school has made appropriate plans for further developments.

Established strengths

- The school's Christian ethos and values firmly underpin all aspects of school life
- Fostering children's spiritual, moral and social development is seen as a central purpose of the school's work
- All relationships within the school are outstanding
- Children's behaviour is outstanding

Focus for development

- Increasing opportunities for children's spiritual growth by developing more quiet areas for reflection
- Introducing a 'Buddy' system to further enhance relationships between children
- Widen children's involvement in school life through a greater use of their own prayers, linking the School Council's work with the governing body, and encouraging children to give feedback to staff on Collective Worship

How well does the school's Christian character meet the needs of all children?

Through its Christian character, the needs of all children are met outstandingly well. They feel exceptionally valued, special and safe, and the Christian ethos and values have a very positive impact on the life of the school. The atmosphere is outstandingly warm, welcoming and inclusive. Relationships within the school are excellent. Children get on with each other exceptionally well. Their behaviour is outstanding, and they encourage each other to behave well. All teaching and support staff provide excellent role models for children – for example, the caretaker does gardening and other work well beyond the requirements of his job. The school plans to introduce a 'Buddy' system to further strengthen the care children offer to each other. Children are very confident and secure, and readily express their views. They get excellent care and support in their personal development. Children are actively engaged in many aspects of school life, and particularly value both their class and school Councils, which effectively take children's views to staff. The school makes good use of its excellent detailed and practical policy for spiritual, moral, social and cultural development to enhance children's spiritual and social growth, and the head has identified a need to develop more quiet areas for reflection to contribute to this.

What is the impact of Collective Worship on the school community?

Collective Worship has an outstanding impact on the life of the school, and is soundly based on Christian principles. Children value their opportunities for quiet reflection, both within and outside worship. Children and staff see worship as a central part of each day. It reflects the main events of the Church year, and always includes prayer, praise and teaching. Worship is led by a number of different people, including the clergy and other leaders from local churches. Children value worship, and are actively involved in it. They enjoy the wide range of worship styles used – for example members of a local church often lead worship by acting out Bible stories. Many children attend an after school club which offers Christian teaching through a range of enjoyable activities. Children have a good understanding of the purposes of prayer, and would welcome more opportunities to use their own prayers in worship. The parish church is used for special services and other learning activities, and links with all the local churches are very good – for example, the school and the churches join together in charitable fund raising, benefiting the school and the churches, and supporting charities beyond the local community. The incumbent has a pastoral role in the school, which is valued by all. The school plans to further develop links with its local churches and wider community.

How effective are the leadership and management of the school, as a church school?

The Head and governors' leadership and management are outstanding, promoting the school's Christian ethos and values very effectively. The head has identified a need to develop systems for monitoring and evaluating Collective Worship, with children helping to keep records of worship, and governors evaluating its effectiveness. While the class and school councils are highly valued by staff and children, at present children's suggestions and requests are not fed through to governors.