



National Society Statutory Inspection of Anglican Schools Report

Duxford Church of England (Voluntary Controlled) Community Primary School,
St John's Street,
Duxford,
Cambridgeshire, CB22 4RA

Diocese : Ely

Local Authority: Cambridgeshire

Date of Inspection: 4th October 2007

Date of last inspection: September 2001

School's unique reference number: 110798

Headteacher: Mrs. A. Gardner

S.I.A.S. Inspector: NS129 Mr. J.W. Bradley

School Context

Duxford C.E. Community Primary School has 165 pupils on roll and is very pleasantly situated serving this Cambridgeshire village and the neighbouring villages of Hinxton and Ickleton. The great majority of the pupils are white British, with only five speaking English as a second language. The headteacher has been in post since September 2005.

The distinctiveness and effectiveness of Duxford Community Primary School as a Church of England School are good.

This is clearly a school where a Christian ethos is perceived as having a very important function in its daily life. Staff and governors actively promote the Christian aspects of the newly revised school aims. Parents appreciate the fact that their children are nurtured within an environment which clearly promotes 'serving one another'. The school's ethos has now begun to be far more actively evaluated by all those responsible and the school is well placed to make further progress with regard to church school status.

Established strengths

- The Christian relationships throughout the school.
- The support received from its church.
- The desire and will to enhance church school status.

Focus for development

- To recruit the required number of foundation governors.
- To develop the role of the foundation governors to ensure evaluation of what it means to be a good church school.
- To develop systems for the evaluation of worship.
- To develop systems for more detailed record keeping of worship.

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

The Christian values of care for others, tolerance and respect are embedded in the new set of school aims produced through excellent co-operation between staff, governors, pupils and parents. Relationships are outstanding and all pupils matter as unique individuals, much to their benefit. The pupils behave well as a result of the school's positive behaviour policy and are welcoming to visitors. The new 'Buddy' system has had considerable success and pupils are happy to say 'we like to be good at looking after one another' The school is well supported by the incumbent and a group of local Christian people of various denominations who see their role as 'being the church to the children'. The annual 'Church Day', which appropriately is called 'School Day' by church members, is evidence of the close and meaningful links between the two. Appropriate displays and artefacts, both in classrooms, entrance hall and corridors leave no doubt that this is a church school. Charitable giving also has a high profile, thus helping pupils to appreciate the needs of others. Religious education is linked closely to how life is lived today and a lesson concerning the Buddhist faith highlighted the need to be welcoming to all of whatever faith. The use of time for reflection within RE enhances its impact upon the learners. Governors and staff have begun a system of evaluation of church school aspects and are well placed to make progress.

The impact of Collective Worship on the school community is good.

All members of the school community attend collective worship and the atmosphere combines reverence and togetherness. Appropriate use is made of candles and other aids to enhance this atmosphere. The pupils sing well and obviously enjoy the whole-school experience. They are used to prayer and reflection; they understand what they are being asked to do at these times and are clearly involved as shown by their attentiveness and willingness to answer questions. Worship is well planned, with regular contributions from the incumbent and the local Christian group. Anglican aspects are explained by these visits and the pupils are aware of the church's year. Good co-operation at the planning stage is evident between all those leading worship. Weekly key stage assemblies are used to share the school's aims and values with pupils, thus linking worship with everyday school life. Parents value the opportunity to share worship with their children at services held in church. More detailed record keeping systems and evaluations are being developed and this has led to a much more thorough consideration of the organisation, purpose and effects of worship. The needs of others less fortunate are a regular part of worship which encourages pupils to look well beyond their own community, including the school's regular support of 'Actionaid'.

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

This school is well led and managed with much more consideration now being given to what is a good church school. The newly reviewed school aims are a good example of co-operative management where all involved feel a real sense of ownership. What is outstanding however is that this is all genuinely being done for the sake of the pupils. There is a real will to ensure that Duxford is a school where Christian love for one another is an integral part of its function. Governors, staff and the school's church work well together with a common purpose. The effective headteacher, who firmly believes 'we are here to serve', involves, very successfully, all concerned with the school's development and creates an outstanding atmosphere of co-operation. The management team, plus the governors and staff are making good use of the diocesan toolkit to develop appropriate systems for evaluating their church school status. There is currently not a full complement of foundation governors and school and church are actively striving to resolve the issue. Pupils clearly matter in this school and as a result of the feelings of Christian love and care, transmitted to each and every one of them, it is a happy, thriving place where each individual is given the opportunity to succeed.