



National Society Statutory Inspection of Anglican Schools Report

Eynesbury Church of England Voluntary Controlled Primary School

Montagu Street
Eynesbury
St Neots
Cambridgeshire
PE19 2TD

Diocese: Ely

Local authority: Cambridgeshire
Dates of inspection: July 12th 2010
Date of last inspection: May 2007
School's unique reference number: 110820
Headteacher: Mrs Helen Rouse
Inspector's name and number: Ann Williams 573

School context

This school serves the community of Eynesbury within the town of St. Neots and the nearby village of Abbotsley in Cambridgeshire. A number of pupils travel from out of catchment because of the school's excellent reputation, especially for those with special needs. As a result, there is an above average proportion of pupils with statements. The parish church is almost adjacent to the school, and it is used regularly as a teaching resource.

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

The Christian ethos, which is the foundation on which it is built, is immediately evident in this welcoming and friendly school. Strong Christian leadership from the headteacher underpins the life of the school. Inclusiveness is a priority and pupils with a range of special needs are integrated seamlessly, enabling them to be full members of the community. All pupils are nurtured as individuals, and staff and pupils treat one another with mutual respect.

Established strengths

- Strong leadership from the headteacher and governors who have a clear Christian vision for the school
- Positive and open relationships between all members of the community, who show respect and concern for one another
- Dedicated staff who nurture as individuals the children in their care

Focus for development

- To continue to build on the growing relationship with the whole church community
- To continue to develop the school Eucharist to embrace participation by parents and members of the wider community
- Foundation governors to refresh their knowledge of church school distinctiveness in order to more effectively carry out their responsibilities.

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

Christian principles are at the heart of this school, and form the basis for relationships and the care shown. Staff know each child and strive to ensure everyone achieves their full potential. All pupils, some with complex difficulties, are equal members of the community, and parents appreciate that the Christian values of patience, tolerance and caring for others, learned as a result, will be lifelong. An inclusion worker is employed to support individuals or whole families if necessary,

The positive behaviour policy, where misdemeanours are met with guidance rather than punishment, has led to well-behaved pupils and a calm, structured atmosphere for learning.

Lessons are differentiated and supported to meet the various needs, and the curriculum is enhanced with strategies including whole weeks devoted to subjects such as art or science, and a range of extra-curricular activities. The school has free access to the church, and classes use it as a quiet, reflective environment to bring a spiritual dimension across the curriculum.

Music is a real strength and many pupils sing with the choir or play in the orchestra. They participate in concerts for the local and wider communities, performing alone and alongside musicians from other schools and with adults from the local area.

Responsibility is given from an early age, culminating in play leadership and organising the worship space in Year Six. Each class is represented on the school council and their opinion is valued.

Achievements are celebrated each week with awards for living by Christian values as well as for academic or sporting success.

The impact of collective worship on the school community is outstanding.

The act of worship, carefully planned and structured using a variety of resources, is central to the school day. Pupils clearly value this time and are respectful and thoughtful throughout. The singing and musical accompaniment is exciting and accomplished. Worship is led each week by members of the local clergy, who plan the message around the Anglican year. Pupils look forward to seeing them, and to the services in church for festivals and special occasions.

The visual focus is particularly poignant. The candle lit at the beginning of worship is passed from Year Six to Year Five during the Leavers' Service to signify their responsibility as school leaders.

Symbolism, used to especially good effect, is clearly understood by all pupils. Forgiveness is demonstrated by the placing of wrongs, written in ink, in a bowl and water poured over them, the ink mixing with the water as 'sins are washed away'. Prayer chains, made by pupils, are placed in an area for reflection, alongside a basket of pebbles and everyone is encouraged to pick one up thoughtfully as a silent prayer whenever they walk past. Quiet areas within the school grounds are used meaningfully.

The recent introduction of a school Eucharist is highly valued by the whole school community. All pupils are blessed individually, and everyone joins hands to exchange the peace. Wording has been simplified by the incumbent to make it accessible to even the youngest pupils. As a further development, parents and members of the church community will also participate in the coming year.

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

Strong and overt Christian leadership from the headteacher serves as an example to all members of the school community. Together with governors, she has a clear Christian vision for the school, which is communicated to staff, parents and pupils. Much has been

accomplished to move forward as a church school and a Christian community. Strategies to ensure the well-being of staff and pupils are in place.

Close and positive links have been forged with the local incumbent and deaconess, whose roles have developed and who have positive relationships with staff and pupils. A collaborative working partnership to develop the school Eucharist has strengthened the bond between school and clergy. To build on these links and interact with the whole church community is noted for development.

Staff feel valued and work together as a mutually supportive team. They are Christian role models for the children, who speak of them as kind, fair and understanding.

Governors are dedicated and aware of their responsibilities. They support staff and help at all school events. Foundation governors monitor and evaluate worship, but suggest that further training linked to their distinctive role is a priority.

Parents are only complimentary about the school and the care given to each individual child. They value the open relationship with staff, who are always willing to listen. The active parents' association raises funds for the school and helps pupils in fundraising for local and global charities. Local residents support school events and they are freely advertised and sponsored by local businesses.

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