



National Society Statutory Inspection of Anglican Schools Report

Holme Church of England (Voluntary Controlled) Primary School,

Church Street,
Holme,
Peterborough
Cambridgeshire, PE7 3PB

Diocese : Ely

Local Authority: Cambridgeshire

Date of Inspection: 5th March 2008

Date of last inspection: March 2004

School's unique reference number: 110816

Headteacher: Mrs. J. Walker

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

School Context

Holme C.E. Primary School has 107 pupils on roll and is very pleasantly situated serving this village close to Peterborough. Approximately half of the pupils attend from other areas, with some parents making the choice on denominational grounds. Only a very small number of pupils are from ethnic backgrounds other than white British. The school has a good reputation for dealing with pupils with learning difficulties or disabilities and consequently this number of pupils is above average.

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

Holme School offers equality of opportunity to all children, whilst embracing diversity within a climate of Christian faith and values. This happy and successful school already achieves much of this stated mission, particularly regarding inclusivity and opportunity for all within a Christian atmosphere. The school's leaders are fully aware of the requirements for sustained improvement and a commitment to the future is very evident.

Established strengths

- The outstanding support and critical encouragement from clergy.
- The integrity afforded to every pupil within an atmosphere of Christian support.
- The awareness of the leadership and management of the need for evaluative developments.

Focus for development

- The consideration by governors of what should be distinctive about their church school.
- The development of more analytical systems for the evaluation of the impact of worship.
- The increased use of liturgical colours as a regular feature of worship.

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

Parents feel that yes, it really does matter that ours is a church school. They appreciate the Christian care and love shown to every child and how a greater than average proportion of pupils with learning or physical difficulties adds so much to the feelings in the school. This is a school where the Christian values of care, compassion, tolerance and inclusion are part of its everyday life. Displays around the school and in classrooms relating to both religious education and worship themes make it clear to pupils that theirs is a church school. Charitable giving is much encouraged, both locally and internationally, thus making pupils very well aware of the needs of others. Good links with the church and local community are a feature. The school has raised funds to provide Tsunami shelterboxes through the local Rotary Club and pupils are also involved, as a result of a local initiative, with an Afternoon Tea Club for the elderly. There is outstanding supportive help from the curate who understands and encourages church school aspects for the benefit of both staff and pupils. The pupils appreciate their school and what it offers and say being with the church makes our school a better place. Older pupils, particularly through the Young Leaders scheme provide excellent role models for their younger peers in demonstrating co-operation and sharing. Religious education has a good impact upon whole school ethos by linking subject matter to life today and the teaching of the subject has a high profile, as befits a church school. A lesson combining RE and PHSE with very young pupils was an outstanding example of how the subject can encourage love and care for each other. Links with other faiths, recently described by Ofsted as outstanding, are made very successfully by a good combination of visiting speakers and contact with a school in a multi-faith area.

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

Staff and governors perceive worship as a very important part of the life of the school. Fortnightly services held in church show the importance attached to church school status and the recent innovation of the headteacher being more involved with the delivery of these services is testament to the co-operative work between school staff and clergy. Very regular input from clergy and other visitors demonstrate to pupils a wide variety of worship styles and the church year is closely followed to provide an Anglican perspective. Liturgical colours are not currently used to re-inforce these aspects, but plans are in place to implement this. Planning is good, with help from clergy and the themes made known to pupils by displays in school. An atmosphere of a Christian family being together and comfortable in each others company is a good feature of the occasion. Pupils are used to prayer and reflection upon the issues being described. Worship impacts well upon whole school ethos in its regular re-inforcement of the Christian values so evident in the school. Some evaluations of worship have been completed, but these are not yet as rigorous or meaningful as the leadership now envisages. Regular services held in church are very well attended by parents. Visiting speakers from other faiths are a regular part of worship, demonstrating well to the pupils the religious lives of people very different from themselves. A candle is used as focal point to aid atmosphere and reflection, but is not used to denote the beginning of a special time to aid deeper pupil understanding of the nature of worship.

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

The leadership and management of the school are now in a position to implement significant developments regarding church school status. The relationships between parents, pupils, staff, governors and church are good, resulting in much mutual support. Foundation governors in particular are well known to staff. They assist the school in a wide variety of ways and also work as link governors for religious education and worship. The result is that meaningful links are made with church and fortnightly services are now held for pupils in addition to those held on special days. The headteacher leads the school well and ensures, through good tracking of pupils academic progress and outstanding pastoral work, that every pupil is regarded and treated with Christian integrity. The well led governing body is very ably assisted by the contributions of clergy, who pose searching questions regarding how the school should function as a church school. This is evident in the questions now being asked at all staff interviews regarding sympathy with a church school ethos. Formal evaluations of the impact of being a church school are not yet in place, but a clear appreciation of the need to address this is well

known to the school's leaders. All staff have attended training regarding the school's revised aims and values, as well as worship. They have made good use and appreciated the assistance received from the diocese. There is now a genuine desire on behalf of all those responsible to make real progress in all church school aspects of this school's functions on behalf of its pupils.

SIAS report March 2008 Holme CE (VC) Primary School PE7 3PB