



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

### Curry Mallet Church of England Voluntary Controlled Primary School

Lower Street  
Curry Mallet  
Taunton  
TA3 6TA

#### Diocese: Bath and Wells

Local authority: Somerset

Dates of inspection: 05 June 2014

Date of last inspection: 19 June 2009

School's unique reference number: 123751

Headteacher: Wendy Devereux

Inspector's name and number: Jane Tibbs 226

#### School context

Curry Mallet Church of England Voluntary Controlled Primary School has 74 pupils, in three classes, and is situated near the church in beautiful countryside. The Victorian building has been sympathetically renovated and the children are taught in temporary class rooms. Space is limited, but the grounds have been sensitively developed to include areas for outdoor learning and forest school.

#### The distinctiveness and effectiveness of Curry Mallet Primary School as a Church of England school are outstanding

- Curry Mallet Church of England Primary School is a community which clearly demonstrates the roots of its ethos in Christian values and the Christian faith
- The links between the school's Christian values and the whole curriculum enable every child to be treated as an individual
- The inspirational leadership of the headteacher and relationship with the governors ensures the vision for the school is continually renewed and developed
- There is an excellent level of community cohesion from the strong partnership between the school, parish and local community

#### Areas to improve

- To provide opportunities for pupils to develop a liturgy for the candle-lighting ceremony at the beginning and end of collective worship
- To embed the evaluation of Collective Worship to include written evaluation by pupils

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

Curry Mallet is a friendly, caring and welcoming church school community. The strong Christian ethos emphasises Christian values and attitudes which are applied across the curriculum and in all relationships. This caring ethos of love and respect is highly valued by all stakeholders, and as a result, pupils are secure, happy and able to learn. The ability of pupils to engage in meaningful discussions, their contributions to school life and their care for everyone in the school community is enhanced by the positive attitudes of all staff. Achievement is acknowledged and celebrated and pupils feel affirmed and valued. Pupils are listened to and there is a very strong pupil voice through the school council, which has been pro-active in leading developments in the school grounds and organising fund raising to support recent disasters including the typhoon in the Philippines. The atmosphere around the school is relaxed and orderly and pupils behave well, which has an impact on standards and achievement. The opportunity for the whole school community to eat lunch together emphasises the value of community and 'family'. Parents are very positive about the school and the quality of teaching their children receive. One parent commented, "Everything about this school speaks of care and attention to detail." Many mentioned the success of the Buddy System, saying that, as a result, their children had built strong friendships. Pupils are enthusiastic about school. They are also aware of what it means to be a church school. They are excited and challenged by religious education (RE), which makes a significant contribution to spiritual, moral, social and cultural development and plays a major role in determining the Christian character of the school. The topic on the second world war has enabled pupils to tackle difficult questions, relating this to today's world and evoking an empathetic response. Pupils are also taught to respect other faiths and cultures and the differences and diversities of life in the local community and globally.

### **The impact of collective worship on the school community is outstanding**

Collective Worship is a distinctive time which is given a high priority and is central to the life of the school. It is well planned, following a well developed rolling programme which ensures a rich variety of content for pupils. The aims and purposes of worship are clearly stated and support the school's distinctively Christian values. Worship also features as a part of everyday life through the saying of Grace before meals and prayers at other times in the day. Pupils enter and leave the hall in a calm and respectful way, listening to music which helps to create a worshipful atmosphere. The act of worship observed was about the conversion of St Paul and was a continuation of the history of the Bible. This worship included participation by the pupils, lively story telling, the use of visual aids and a high standard of singing. A "Time Line" incorporating images for all the stories referred to in this series is displayed around the hall and pupils refer to it in conversation. Time for stillness and reflection is provided for individuals to think of others and this appears to be a valued time. The school could now embed the use of a liturgy around the lighting of a candle, to help pupils understand its significance as a symbol in worship. Pupils understand that prayer is direct communication with God and some described personal prayer as a part of their spiritual journey. The collective worship programme, including planning, is actively and enthusiastically supported by the Rector and Youth Worker who lead worship regularly and are often seen around the school. Their contribution is appreciated by the whole school community and offers an effective link with the parish church. Collective worship has a strong focus on God as Father, Son and Holy Spirit. Pupils were able to demonstrate an understanding of the Trinity by recalling an explanation involving water as ice, water and steam. Pupils confidently plan and lead acts of worship on a regular basis. The recording of collective worship is continually evolving and could be enhanced by written evaluation by the pupils, which would help to monitor improvements made. Pupils visit the church for key Christian festivals and are therefore familiar with Anglican practice. A service called "Worship for All" is held in the school each term. Parents also value this partnership between the church and the school and its impact on the school's Christian ethos.

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

The Headteacher's leadership and management of the school is dynamic and inspirational. Together with governors she has created a learning environment where pupils behave very well and are highly motivated by the quality of teaching they receive. The Headteacher aspires continually to raise standards and to achieve excellence. She has a highly motivated staff team. School leaders consistently and confidently articulate, live out and promote a vision rooted in distinctively Christian values and ensure they impact on all areas of school life. Times for stillness, space and reflection are provided for pupils. This has a positive impact on the well-being of pupils and adults in the school. Clear Christian principles are expressed in policies and documentation. There is a strong and effective team identity and the school benefits from an enthusiastic body of parental support. The commitment of the Rector and Youth Worker to the school is strong and means that pupils are developing an awareness of what it means to be a person of faith in the community. There are high levels of involvement in the school by the local community and pupils are able to select which charity they would like to support when considering the needs of more needy people, exemplifying the value of service. Standards in religious education are high and well recorded. RE is given a high priority within the school's curriculum. Lessons are skilfully planned and learning outcomes are achieved through well chosen activities which are stimulating and exciting. The new RE subject leader is able to observe lessons and is developing an extensive monitoring and evaluation system which enables planning to be well focussed and encourages pupils to reach, and exceed, their potential. RE is well resourced and the subject leader maintains good links with the diocesan education department. There is outstanding support and challenge from a well-informed governing body which is not afraid to question and also has high ambitions for the future of the school. Key issues from the previous denominational inspection have been addressed.