



**STATUTORY  
INSPECTION OF  
ANGLICAN SCHOOLS**

Name & address of school: **Baydon St Nicholas CE Primary School**  
Ermin Street Baydon Marlborough SN8 2JJ

Diocese of Salisbury

Local authority: Wiltshire

Date of inspection: 13 June 2008

Date of last inspection: March 1<sup>st</sup> 2004

Type of School: VA

School's URN: 126394

Headteacher: Mr Peter Chambers

SIAS Inspector: Revd Richard Peers (N.S. 125)

**School context**

Baydon St Nicholas is a small school serving its village community and surrounding area. The school occupies its original Victorian buildings, which have more recent additions. The proportion of pupils entitled to free school meals is below average as is the proportion of pupils with special educational needs. Most pupils are of White British heritage but other faith and ethnic communities are represented. There are currently 106 pupils on roll.

**The distinctiveness and effectiveness of Baydon St Nicholas as a Church of England school are outstanding**

Baydon St Nicholas is an extremely happy and friendly school where pupils behave with great courtesy and respect. Worship is of a very high standard and the links with the parish church are exemplary. Teaching is consistently outstanding in RE and pupils are working at a high level.

**Established strengths**

- The vision and calm leadership of the headteacher which inspires the team around him
- The links with the parish church
- The quality of teaching in RE

**Focus for development**

- To explore the place of the Eucharist in the life of the school
- Develop the school's excellent practice in self-evaluation to include church distinctiveness, Collective Worship and RE

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

Pupils are very proud of their school, they feel happy at school and that they are treated fairly. They know that they attend a church school and that they are part of a wider Christian family including their own parish church. Parents are rightly pleased to have such an outstanding Church school for their children and particularly value its happy atmosphere and the superb communication which they receive. They say that they are always taken seriously and their needs addressed.

Parents recognise that the school is fully inclusive and recounted ways in which their children had benefited from the sense of inclusion in the school. They were particularly enthusiastic about the multi-cultural approach of the school and the knowledge even young children have of people of other faiths and the need for respect. They also described the ways in which special needs were catered for not only by staff but also by pupils. The school grounds are well maintained and pupils value the recently added play equipment. The care for 'body and soul' is outstanding and pupils recognise the Wake and Shake sessions each day after worship as a chance to wake up their brains and bodies. Seeing staff and pupils dancing to YMCA together in the hall was an

outstanding example of this practice.

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

Collective Worship is at the heart of the school's life and is well planned using appropriate themes. Pupils thoroughly enjoy worship and participate enthusiastically in singing, praying and reading. An outstanding act of worship seen celebrated the achievements of the week in the context of the worship theme and recognising God as the source of all good things. All staff participated, pupils prayed aloud and shared in the celebration and all pupils sang the worship songs used which were well chosen to enable all pupils and staff to be fully included in the worship. The worship began with a liturgical response and included the Lord's Prayer, which all children joined in, as well as other prayers. Although a candle was lit as a focus it was very much part of the getting ready stage and the focus table is slightly cluttered and not a strong sign of the presence of God.

Pupils know that prayer is important as a way of speaking with God and shows them 'what really matters'. They know that church is where Christians meet for worship but do not know much about the Eucharist or what it means. They like the many songs they sing in worship especially the action songs and they enjoy the wide range of speakers who come and talk to them. There is an excellent balance between those parts of worship that are constant and those, which provide an element of variety. Governors regularly attend worship but formal evaluation of it is at an early stage,

### **The effectiveness of the religious education is good**

Standards in RE are high with high level vocabulary modelled by teachers and used by pupils. One outstanding lesson made extremely good use of IT to use a painting of a boat as a stimulus that led into use of an interactive website and Bibles in which children quickly and accurately found a biblical verse. Another outstanding lesson with very young children introduced them to Saint Francis and they were able to talk about his care and concern for animals and their own pets. Parents and pupils appreciate the multi faith dimension of RE and displays reflect this. Pupils speak of their visit to a mosque in a nearby town and a member of the Muslim Council has visited school. They recognise that getting to know people of other faiths helps them appreciate difference and 'that not everybody is the same'. Assessment in RE is developing with good moderation of work samples and the introduction of the new County syllabus during the last year. Formal monitoring of teaching in RE has not yet taken place and will begin in the next cycle of the school's observations.

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

The leadership of the head teacher is outstanding. Parents describe him as being 'fantastic' and recognise the relaxed authority he holds in the school. The head has a calm presence, which as one Governor put it 'roots things'. Pupils know that he is motivated by his own Christian faith and this is demonstrated in a quiet understated way. He knows his school very well and the self-evaluation is excellent if a little too self-critical. Links with the parish church are outstanding and parent's spoke very highly of the role of the team vicar in school they describe how their children "Absolutely love her." Parents and pupils value the school's worship in church and the opportunity it gives them to be part of the wider church community. The Team Vicar is very able to articulate a strong theology of the school as the church's work and has enabled Governors to discuss this in an appropriate way. Current Governors have a good knowledge of their school, but this is not yet embedded in practice as self-evaluation of church distinctiveness and monitoring and evaluation of worship is still at an early, informal stage. Governors talk movingly about the school Christian faith as its bedrock and the school community founded upon love for every individual this is a love that pupils know and gives them confidence in participating in worship welcoming visitors and learning. Governors describe this love as emanating from the head teacher. A particularly exemplary practice is the holding of the congregation's main act of worship in school on Education Sunday and at the end of the school year; pupils and parents understand that this shows that the school is partly church. Community links are outstanding and the school is well integrated into village life. Pupils understand that caring for others is a fundamental part of Christian life and are able to talk about a number of the good causes they support.

SIAS report June, 2008, Baydon St Nicholas Baydon SN8 2JJ