



Crowmarsh Gifford CE School
Old Reading Road
Crowmarsh Gifford
Wallingford
OX10 8EN



Type of school (Infant, Primary, Middle, Secondary etc)	Primary
Status (VA, VC or Foundation, CTC or Academy)	Voluntary Controlled
Diocese	Oxford
Local Authority	Oxfordshire
Date of inspection	18 th September 2008
Date of last inspection	February 2005
School's Unique reference number	123133
Name of Headteacher	Barbara O'Dwyer
Name of Chair of Governors	Simon Brown
Inspector's name and NS inspector's number	Alan Thornsby 137

Context

Children at Crowmarsh Gifford are mainly of White British heritage. They have recently been joined by a small number from other ethnic backgrounds who are at an early stage of learning English. The proportion of pupils with learning difficulties and those receiving free school meals are below average..

The distinctiveness and effectiveness of Crowmarsh Gifford as a Church of England school are good.

Crowmarsh Gifford is a good church school with many effective strengths. The commitment to development and improvement means the school continuously moves forward in the provision of academic and personal development of its pupils. Changes in staff and the appointment of a new headteacher in January 2007 have made a positive impact on the school

Established strengths

- The headteacher's leadership and vision for the school
- The teamwork that sees all adults in school working to support pupils
- The quality of the care of pupils that results in their good personal development

Focus for development

- Develop formal monitoring and evaluation of worship and use the information gathered to ensure continued improvement.
- Review the school's distinctiveness as a church school and use this to inform the next stage of school improvement.

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

Christian values underpin daily life in this school. Pupils benefit from the sense of belonging to a caring, calm learning environment. Children, who join the school, including some at an early stage of learning English, are made to feel safe and secure. They quickly become established as members of an inclusive school. Pupils and parents readily describe the school as 'a place where children are happy and learning is fun'. This reflects the value given to each child. Pupils also say 'we are like one big family. We may not always get on but we will always be friends'. Pupils are generally well behaved, polite and welcoming to all. All adults in school are role models that pupils mirror. This allows them to have a well-developed understanding of fairness and forgiveness that they use in their daily lives. The behaviour code is well understood by pupils, who in infrequent cases of poor behaviour apologise for their actions and often come up with ways to make amends. Pupils are challenged and supported to achieve their potential and use self-assessment

to measure progress towards their targets. Achievements of self and of peers are recognised and celebrated by a range of rewards. The personal development of pupils is enhanced by the use of practical activities such as the "fair trading game". This gives them first hand experience on which to base mature discussions and decisions. Cross-curricular links with worship and religious education enhance pupils' spiritual development beyond awe and wonder. Links with a school in South Africa extend pupils' cultural knowledge and provide a direct focus for supporting others less fortunate than themselves.

The impact of collective worship on the school community is good

Worship is securely based on a rolling cycle of 'values' themes. Pupils are made aware of the Christian dimension of values because of the links made to religious education and the life and parables of Jesus. Pupils gain a variety of worshipping experience because of the involvement of a range of leaders that includes all staff, the vicar, churchwarden and the Methodist minister. Lively delivery and reference to pupils' personal experiences maintain their interest and contribute to opportunities for reflection. A typical comment was 'It is a time to learn respect and how to behave and treat each other'. Pupils show a positive response to worship by their quiet entry to music. This helps to create a respectful atmosphere. Pupils understand the meaning of the songs they sing and show this by expressive singing. The sharing of a 'Thought for the day' at the end of worship provides pupils with a specific reflection that often stimulates discussion later in the day. They value prayer as 'talking to God. He is just like my father'. Pupils use their knowledge of worship to plan and lead class worship and services to celebrate Christian festivals. Informal evaluation by staff has identified the need to involve other denominations and faith groups to give pupils a greater awareness of a multi faith society. The school has identified the need to develop more formal monitoring and evaluation procedures in order to know exactly what works well and where improvement is needed to further enhance the quality of worship.

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

The school is driven by the clear, well-communicated vision of the head that encourages everyone to strive for personal and academic success. She is a role model in her daily life around school for all to mirror. Although some members of the governing body are newly appointed they are enthusiastically making a significant contribution in school. Foundation governors have had diocesan training that has prompted them to take a more effective role in monitoring and evaluation of worship and distinctiveness. This is enabling them to explore the school's Christian dimension that presently is very clear in practice but often implicit in documentation. Staff work as a team with everyone having opportunities for professional development and taking responsibilities in the drive for constant improvement. Parents praise the commitment of the head and staff in creating a successful school in which 'our children are happy in school and so they learn. We can't ask for more.' Communication between school and home is good and parents value the open door policy and accessibility of head and staff to quickly address issues before they become problems.

The school has very effective links with the church, the two joining together to contribute to village life in such events as the carol concert, harvest celebrations and Remembrance Day Service. This creates a sense of belonging and being part of one larger community.