



Send First school

Diocese of Guildford

Local authority: Surrey
Date of inspection: 16/09/10
Date of last inspection: 04/07/07
School's unique reference number: 125285
Headteacher: Mr S Hobbs
Inspector: The Revd A Fiddian-Green (NSI 383)

School context

Send CE First School has 223 pupils and serves an area of mixed housing on the outskirts of Woking. The numbers of children from ethnic minorities and those who have English as an additional language are below average. The school is a Church of England Foundation school.

Summary Judgement

Send First school is outstanding as a Church of England school. Christian values underpin all that the school does. Worship has a central part in school life and the links to the local parish through the Vicar are very strong. Pupils are happy and feel valued and safe.

The distinctiveness and effectiveness of Send First school as a Church of England school are outstanding.

Established strengths

- The standard of care and nurture of the pupils is outstanding.
- Strong links with the parish church through the Vicar
- Outstanding leadership and management.
- Worship has excellent planning with well established Anglican links.
- Pupils are enthusiastic about school and enjoy it.

Focus for development

- Develop class assemblies as part of collective worship.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Send First school is outstanding in its care for pupils and in meeting the needs of all learners. The principles of tolerance, understanding and respect for others are clear, and this nurture and support for pupils and staff reflect the Christian values on which the school is firmly based. There is a warm, welcoming, inclusive and friendly atmosphere, in which pupils feel valued, listened to and safe. Discussions with pupils showed that they are unanimously very enthusiastic about their school, and clearly enjoy being there. Most said that they liked best the friends they have in school and the adults to whom they can turn if needed. Everyone, under the strong leadership and careful planning of the headteacher, is aware of Christian values and their impact on the pupils and school. Adults actively set out to promote these values; a good example is to be found in one of the school's documents, referring directly to St. John chapter 13 – 'love one another'. Pupils are listened to and their views are channelled through the school council. The school teaches the pupils to be good stewards of the environment and there is a very clear emphasis on green issues. In line with this the school has recently installed solar heating panels. Behaviour is very good and pupils show respect for each other. The quality of relationships at every level is very good. Pupils were keen to talk about the support given to each other through the friendship bench and patrol at playtime. Parents feel that the school is very welcoming and supportive of their children. The spiritual development of pupils is outstanding, with opportunities in worship, religious education and the cross curricular work that the pupils do. For example, they are challenged to think about others and 'make a difference to others' lives'.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners. *Grade 1*

What is the impact of collective worship on the school community?

The school's documents say that "Worship is an integral and important part of the school's life" and this is clearly borne out in the planning and the organisation which are outstanding. Pupils enter and leave quietly and they are very attentive during the time of worship. There is a three year plan, based on Christian stories, teaching and symbolism. All the pupils spoken to were very clear in recognising the candle as representing Jesus the light of the world. Worship has a firm Anglican base, using the seasonal colours and following the church calendar. The school has asked the pupils what they like about worship and what could be added. They are enthusiastic in liking the stories and songs and a number would like two songs each time. They write and use their own prayers on occasions, and appreciate the provision of the Prayer Chair. The assembly observed was lively, inclusive and relevant to pupils' daily lives. They readily understood the miracle of the Five Thousand because it was related to their packed lunch and dividing it among a seemingly impossible number. Singing was very good and pupils really enjoyed the actions and joined in well. They needed no encouragement to sing so well. They remained interested and absorbed in the story throughout the time. The Vicar regularly leads collective worship in school, and although the church is too distant to have frequent visits, pupils can explain accurately what they have seen inside and outside the church. They are very appreciative of his visits and look forward to his stories and music. Planning for worship includes time for thinking and reflection as well as prayer and songs. There are prayers at the end of the day and some classes have their own prayer. Although there is no statutory requirement for class based worship the school has identified this for future development.

The impact of collective worship on the school community is outstanding. *Grade 1*

How effective is the religious education? N/A

How effective are the leadership and management of the school as a church school?

The headteacher is outstanding in promoting the school's distinctive Christian character. His vision is important to the promotion of Christian values in the school and these permeate all that it does. He is ably supported by a cohesive staff, and the governors. Planning is of a very high standard and self-evaluation is a key strength of the school. The views of pupils and staff are sought about worship and religious education, and the findings provide a basis for future action. Strong support and involvement from the Vicar, who is also the Chair of governors, ensure a good partnership and that the school is led effectively. The governing body are fully involved. School leaders are well aware of how Christian values impact on the pupils and school and actively promote them. Religious education has outstanding planning and assessment, and is a core subject in the school. There are very good pastoral and spiritual links with the parish and the community. For example, there is a parents' prayer group; the school is active in helping with the local fete, and pupils visit a retirement home at Christmas. Involvement in parish, village and diocese are strong. The distinctive nature of the school as a church school is clearly communicated and understood through all these links. The school features in the parish magazine so that all are informed about the church and school links.

Parents support and appreciate the Christian character of the school. They are actively committed to the school and are very pleased with what it offers their children.

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

Grade 1

SIAS report [September 2010] Send (VC) CE First School, Send, Woking GU23 7BS