



Cadmore End
Church of England Voluntary Aided Primary School,
Cadmore End, High Wycombe,
Buckinghamshire HP14 3PE



Type of school (Infant, Primary, Middle, Secondary etc)	Primary
Status (VA, VC or Foundation, CTC or Academy)	Voluntary Aided
Diocese	Oxford
Local Authority	Buckinghamshire
Date of inspection	25.4.2008
Date of last inspection	18.2.2002
School's Unique reference number	110460
Name of Headteacher	Mr P Durrant
Name of Chair of Governors	Mrs J Wright
Inspector's name and NS inspector's number	Mrs June Hardcastle NS 400

Context

This small, four class, school has been serving a rural locality in the Chilterns countryside for over a hundred years. Almost all the pupils are of white British heritage. The school has a close relationship with the parish church of St Mary-le-Moor. During the last two years, the school has acquired a new headteacher and experienced a complete change of teaching staff, apart from teachers in the Foundation Stage.

The distinctiveness and effectiveness of Cadmore End as a Church of England school are good

Throughout the building, displays and symbols make it evident that this is a church school. Children and adults alike are able to put their caring, friendly and hardworking school in the context of Bible stories and Christian themes.

Established strengths

- The commitment of the headteacher, governors and staff to provide the best possible education in a Christian context
- The commitment of parents to the school through fundraising, support at special events and improving the outside environment
- The happy and productive atmosphere throughout the school

Focus for development

- To look for opportunities for the leadership and management to explore how they will continue to evaluate the effectiveness of the school as a church school
- To put systems in place that ensure religious education is assessed and evaluated in order to guide future planning

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

"You don't have to be someone else to fit in here, you can just be yourself." This comment made by a year 4 girl is typical of other comments made by pupils, who clearly feel that their personal lives are important to each other and to the staff. Children are being developed as well rounded personalities who act sensibly, making positive choices for good relationships. "Team work in class helps us to be like Jesus who was always helping people to solve problems," said a boy in year 6. Charity fundraising gives rise to regular events, which are important in the life of the school in developing awareness of those less fortunate and a sense of responsibility to the wider world. "God wants us to look after each other, even if we live in different places," was how one member of the school council expressed the reason behind the fundraising. Children are encouraged to engage in times of personal quiet reflection in the beautiful natural surroundings of the school. Older children express how this is helping them to understand themselves better. Parents are giving practical help in developing the outside environment as a place for work and

play. Parents and staff are involved in the many different kinds of clubs, sporting activities, events and outings which support and celebrate a variety of interests and abilities.

The impact of collective worship on the school community is good

Under the leadership of the present headteacher, worship is now well planned. Supported by the local vicar, major saints days and festivals are celebrated. Consequently, throughout the school there is knowledge and understanding of faith stories, appropriate to the age group. Parents speak of the way in which children talk with confidence at home about stories they have heard in collective worship. "They are taught about faith from the earliest days". All classes go regularly to the parish church where the vicar enables them to understand the significance of liturgical colours and vestments in worship. Services in church, such as the yearly prize giving and the Christmas celebration, are helping children to be comfortable in an Anglican setting. There has been recent teaching about the Lord's Prayer, resulting in the children now singing it confidently. During the inspection, the lower key stage 2 class explained some of the meaning of the Lord's Prayer and its relevance to life today. The school council discussed the importance of prayer as a way of communicating with God. "We like to say the Lord's Prayer but also say our own prayers." Themes for worship enable the children to develop their moral and spiritual understanding through looking at big issues, such as 'loss' when considering the crucifixion of Jesus. The impact of collective worship is evaluated by the whole staff through discussion and this informs future planning.

The effectiveness of the religious education is good

The issue for action from the last inspection has been acted upon, and a scheme of work based on the Buckinghamshire syllabus has recently been put in place throughout the school. The vicar gives additional and valuable input. Therefore, lesson planning has the capacity to promote the Christian character of the school as well as an understanding of other faiths. At this early stage, there is no assessment data available to guide future planning. In the Foundation Stage, religious education is integrated into a well established curriculum. The children learn faith stories using story sacks and puppets and through church visits. In years one and two open questions stimulate discussion and enable lively reflections with talking partners. Carefully produced and colourful resources encourage participation in activities. Through the lessons, children explore a range of religious stories and identify the importance of relationships. In years 3 to 6 independent learning is encouraged through the use of laptop computers, enabling progress in understanding through the lesson, with appropriate support from the teacher. More could be made of the plenary session to enable children to raise questions and suggest answers about matters surrounding values and commitments. The junior children appreciate the opportunities to express their ideas through art. One year 6 boy said "Art helps us to fix stories in our hearts."

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

The headteacher is giving the school purposeful direction through a structured approach to all aspects of school life. Together with the governors, he has steered the school through a difficult time of change. Order and consistency, together with a caring pastoral system contributes to the school being a place where Christian values of caring, concern and responsibility are building a strong foundation. The leadership and management speak of how the school gains energy from its Christian foundation and this is evidenced in the way in which the school is improving and flourishing. One of the governors described the work of the school as sowing seeds of faith which may grow and mature in later days, although one child has already requested to be baptised as a result of being a pupil at the school. A common theme in speaking with the leadership and management is one of 'the cross and resurrection': having been through challenging and difficult times, the school has emerged as a resurrected community. The governors describe themselves as 'critical friends', and are gaining an understanding of what the school needs to take hold of opportunities for academic achievement and a higher profile in the surrounding villages. However, many of these enthusiastic and hard working governors are relatively new to their role and have yet to fully explore the distinctive nature of a church school in order to be more equipped to continue the work they have so ably begun.