



## Statutory Inspection of Anglican Schools Report



**Tewin Cowper Church of England Voluntary Aided Primary School  
Cannons Meadow, Tewin, Welwyn, Hertfordshire AL6 0JU**

**Diocese of St Albans**

**LA:** Hertfordshire  
**SIAS Inspection:** 7<sup>th</sup> & 9<sup>th</sup> September 2009  
**Previous S23 Inspection:** 3<sup>rd</sup> May 2006  
**URN:** 117457  
**Headteacher:** Mrs Alison Simpson  
**SIAS Inspector Name:** Mrs Judith Ruff  
**SIAS Inspector No:** 528

### **School Context**

Tewin Cowper is a smaller than average primary school set in attractive surroundings. At the time of the Inspection there were 120 pupils on roll, a significant number of these travel from surrounding hamlets and the towns of Hertford and Welwyn. The school population is predominantly White British.

### **The distinctiveness and effectiveness of Tewin Cowper as a Church of England school are good.**

Tewin Cowper is a good church school. The importance of the school's Christian foundation is fully supported and developed through the commitment of the Headteacher, staff and members of the Governing Body. Links with St Peter's Church are good and enhanced by various 'Activity Days' led by church and community members, enabling children to become familiar and at ease within the church building and enabling effective relationships to form.

### **Established strengths**

- High quality, caring relationships, nurturing children in the Christian ethos and traditions
- Quality of leadership provided by senior leaders, working in partnership with governors and parents
- Very good community links with pupils involved in local events and festivals, plus an active School Council involved in charitable giving

### **Focus for development**

- To establish a vision for the school, based on Christian principles and linking the key areas for development identified in the school's good SIAS self evaluation into the School Development Plan
- To ensure that provision in RE includes appropriate opportunities to challenge all pupils, including the more able, so that pupils are given support through feedback, discussion and opportunities to develop their skills of thinking, reasoning and reflection

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

Staff members promote Christian values well throughout the curriculum. Pupils know the importance of the school as a church school and value the links with the local church and its community. Around the school, the learning environment has evidence of the Christian foundation through displays and Bible passages linked to current themes of study. This makes a significant contribution to the spiritual development of pupils, allowing time for reflection. The school newsletter also contains relevant Bible passages linked to the Collective Worship theme, thus including parents in the life of the school. A prayer group consisting of parents, staff and governors has met for a number of years and is much valued by the school community. In order to progress further, the school needs to formulate a clear Christian vision which underpins the school's values and ethos and to ensure that this is clearly communicated to all.

**The impact of collective worship on the school community is good.**

Pupils enjoy Collective Worship, although a recent survey found that they wanted greater levels of involvement in organising the worship. Levels of participation in terms of pupils' oral contributions and quality of singing are good. There are good links to RE from Collective Worship themes, which enables consolidation and development of knowledge and understanding. Overall Collective Worship is well organised and there is good weekly involvement from a part-time clergy member, who is also on the Governing Body.

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

The quality of provision for RE is good. The subject is well led and staff are interested and motivated to teach it. Teaching observed across the school of RE is good. Pupils have a good range of experiences and engage in a good variety of teaching styles and presentations. For example, in the Year 2 class the pupils were listening well to a sung version of the prayer 'God be in my head' and were able to make good perceptive comments as to the effect the music had on them. Resources could be further extended to include a range of DVDs to assist with preparation for teaching about other world faith practices. Although the quality of outcomes is generally good, there is further scope for extending provision for all pupils, including the higher ability, by providing enhanced feedback and planning for more opportunities to develop their skills of thinking, reasoning and discussion. Assessment systems are in place and some show a range of perceptive teacher comments about the attitudes and perceptions of pupils in RE. However, these are not yet consistently included throughout the school.

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

The Headteacher has worked hard since her appointment to raise the profile of the school's Christian foundation and successfully worked with governors to ensure that there is a shared understanding of the 'learning journey' for Tewin. This would now benefit from formalising, encouraging all stakeholders to be part of formulating a vision for the school, based on Christian principles and values. Staff members have already begun the process of discussing 'mission and vision' statements and the outcome of greater stakeholder involvement will give the school a further sense of momentum in the future.