



## Statutory Inspection of Anglican Schools Report

**Name and address of school:** Shaftesbury School , Salisbury Road, Shaftesbury,  
Dorset, SP7 8ER

**Type of school:** Secondary 11-18

**Status:** Voluntary Controlled

**Diocese:** Salisbury

**LA:** Dorset

**Date of inspection:** 6<sup>th</sup> March 2008

**Date of last inspection:** January 2003

**School's Unique reference number:** 113889

**Name of Head teacher:** Mr David Booth

**Inspector's name with National Society inspector's number:**  
Rev Harold Stephens. (264)

### The School's Context

Shaftesbury School is a Church of England Voluntary Controlled comprehensive school with 1,003 students of which 240 are in the sixth form. The school is the sole maintained school in Dorset providing boarding education. 67 students are boarders and, as a result some 10% of the school come from ethnic or cultural backgrounds other than white British. The school has a normal intake of students with special educational needs, of which 2% have statements of educational need. The school serves the town of Shaftesbury and the surrounding rural areas of north Dorset and west Wiltshire. The school holds the International Schools award, Sportsmark gold and Healthy Schools status, as well as a Youth Sports Trust innovation award for internationalism. The school's last denominational inspection was in January 2003. Since then the school has begun to admit students from Year 7 where previously it was a 13-18 age-range upper school.

### Summary Judgement

Shaftesbury School is a good Church of England school. In the past 4 years the school has been revitalised. It has taken every opportunity to redefine its values in line with its Christian foundation. Leadership and Management have been instrumental in creating a clear Christian vision which has led to a flourishing, happy and successful institution. Aspects of its provision for collective worship need to be addressed. In general there is a culture of high aspirations for all, leading the school forward to continuing and growing success.

### Established strengths

- The Leadership and Management School (including middle management and governance) which has driven forward the vision of the school as a Church School
- Chaplaincy team – founded and co-ordinated by the Head of Religious Education, creating strong links with the Shaston Team Ministry and the wider community of churches
- The ethos and practice of inclusion, celebrating and building on the diversity of the school's community.

### Focus for development

- The school should actively consider strategies to provide greater frequency of acts of collective worship for students and to consider aspects of the environment and timing of Collective Worship.
- Work to ensure consistent provision for the more able in lessons, especially in KS3

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

Shaftesbury School, as a distinctively Christian School, is good at meeting the needs of learners. The attainment of students generally is good and provision for those with special educational needs is outstanding. There is some evidence that the most able students need to be stretched further in some curriculum areas. The school is rooted in its Christian foundation and understands itself as a Christian community. The provision for the spiritual, moral, social and cultural development of students is extensive and enriched by the international dimension of the school and the opportunities this diversity brings for the life of the school. Values of inclusion and commitment to these in practice are of a high order. Students feel safe in the school and are proud of it. Boarding students are well-cared for and live in a family atmosphere where they are encouraged to engage with the wider community. The school's clarity of vision and core values as a Church school inform the whole curriculum. Monitoring and evaluation are used well. Students have extensive opportunities to participate, to take responsibility and to lead. This is equally true for those in the sixth form. Provision for pastoral care is effective. The arrangement of vertical tutor groups has, in particular, promoted a sense of belonging and participation. The chaplaincy team includes a wide and representative cross-section of clergy and leaders from local churches. This is having an increasingly effective impact on the provision for the spiritual development of students in the school

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

The impact of Collective Worship at Shaftesbury School is satisfactory. Collective Worship has been the subject of developments at the school in recent years. The impact of Collective Worship varies but all students speak of worship which has had some impact on them, has made them reflect and think and has addressed issues and themes of significance to them and the school as a whole. Collective Worship is well-planned and evaluated. This has resulted in improvements in the content and the quality of delivery. Students are involved with planning and leading as well as evaluating some worship as are some staff and members of the chaplaincy team. However the lack of seating for students attending worship as well as its timing at the end of the day may detract from the impact of collective worship.

The school does not meet the statutory requirement to provide a daily act of Collective Worship for all students (including sixth form). Some "assemblies" are not worship. The "Thought for the Day" does not generally yet meet statutory requirements. Most students will, as a result, only attend one act of collective worship in each fortnight. This is insufficient and should be addressed.

**How effective is the Religious Education?**

*Religious Education does not form a part of this report.*

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

The leadership and management of Shaftesbury School as a Church of England school is outstanding. Under the current Head the leadership and management have gone from strength to strength. The opportunities provided by the reorganisation from 2004 have allowed the school to review and restate aims which are consistently evident throughout the life of Shaftesbury School. The clear Christian foundation for much of what is provided has been adopted by all stakeholders, strongly encouraged and supported by the governing body. Standards are good and rising, notwithstanding some continuing questions about attainment for the most able. The ethos of inclusion, tolerance, caring and reconciliation have resulted in a happy and successful institution. Students consistently reported the friendliness of the school.

The specialist status of the school has provided motivation, resources and opportunities to successfully raise the aspirations of students. The effectiveness of the senior team with middle management has resulted in much to enable students to flourish in all key stages. Governance is good and is actively involved in promoting and, in some cases, resourcing Christian initiatives at Shaftesbury School. The development of the Chaplaincy team, encouraged by the Head and governing body, which has been established and co-ordinated by the Head of Religious Education, is beginning to have a significant impact on the life of the school