

## National Society Statutory Inspection of Anglican Schools Report

### Almondsbury Church of England Voluntary Controlled School

Sundays Hill  
Almondsbury  
Bristol  
BS32 4DS

#### Diocese of Bristol

LEA: South Gloucestershire

Date of inspection: 5 May 2006

Date of last inspection: 9-12 October 2000

School's Unique reference number: 109157

Name of Headteacher: Mr Paul Smith

Inspector: Mrs Rosemary Bartlett NS120

#### Summary Judgement

The school's distinctiveness and effectiveness as a Church of England School is good, with examples of excellent practice.

#### Established strengths

- Pupils are happy, friendly and responsive
- The headteacher's excellent leadership is well supported by the governors and parents
- There are strong links with the local Church and with the Diocese

#### Focus for development

- Further develop a cross curricular approach to religious education
- Provide further opportunities for visits to places of worship in RE

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

The school's provision for meeting the needs of all learners through its distinctive Christian character, is excellent. The school's distinctive Christian character is well reflected in the pupils' sense of well-being and in their concern for others. They demonstrate a clear sense of personal responsibility and a considerate, friendly attitude to others across the school. There are strong links with the parish church and with the diocese. Imaginative teaching has developed the diocesan link with the people of Kitgum in Uganda. Through this, senior pupils have developed a marked sense of understanding and empathy with the wider world and in particular with Kitgum. Their responses include: "It's quite amazing although tragic" (about the resilience of the people). They have contributed generously to fundraising for Kitgum. Religious education provides a good foundation in Christianity and a clear and sensitive introduction to the other world faiths. Pupils' comments include: "You learn lots about God and His messengers and why people do things". There is a very good range of after school clubs and enrichment activities. Music enriches many areas of school life. Healthy lifestyles are well promoted and pupils are developing a real keenness for nourishing foods including baked potatoes and salad.

### **What is the impact of Collective Worship on the school community?**

The impact of collective worship on the school community is good, with aspects of excellent practice. Collective worship has a fundamental place in the life of the school. The school's Christian values are fully and consistently implemented by the staff. In addition to the daily act of worship, short prayers are also said in classes. The school prayer "God be in my head", well known by the pupils, is a strong traditional Christian expression. Pupils' responses to worship are positive and engaged. They are actively involved in worship through song (including gifted solos), reading and drama. Their comments on worship include: "If you worship God He will feel happy for you and help you."

"Only you can do something". The spirit of worship is fully inclusive and all pupils attend. Reflection provides good opportunities for awe and wonder. Pupils clearly respond to evocative images and music as seen in the presentation of "This wonderful world".

The sensitive approach to RE enables pupils to deepen their understanding of significant times in the life of Christ. Pupils' empathetic writing on "Mary's emotions at Easter" displays their developing emotional understanding and their creativity of expression.

School worship is well managed by the coordinator, led by the headteacher and staff and by the vicar on a weekly basis. Resources are good and the school makes good use of All Saints Centre.

The key issues for collective worship from the last inspection have been well addressed. The themes for worship have been reviewed, a collection made of artefacts for worship and opportunities provided for evaluation.

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

The leadership and management of the school as a church school are good, with areas of excellence. The headteacher's leadership and management of the school as a church school are excellent. His approach is effective, courteous and friendly towards adults and pupils alike. His leadership is well supported by the governors and staff and valued by the parents. The vision statement, which has recently been reviewed, includes "Everyone will feel that they are being cared for". This is well reflected in the daily life of the school.

The very good links with the parish church, with other local Christian groups and with the diocese (see above), include the vicar's regular contribution to worship and to RE, and the support of the diocesan officer. The school provides regular reports of its activities to the Parochial Church Council. The school buildings and grounds are very well maintained and regularly adapted to the needs of the school community. The staff work as a close team upholding the school's high expectations.

Religious education is well managed and resourced. The school follows the Agreed Syllabus. Planning is well developed and pupils make clear progress. The school plans to further develop a cross-curricular approach to RE and to provide further opportunities for pupils to visit places of worship.

School-home communication is very good. On his appointment, the head invited feedback from all the school community on the various aspects of school life. This dialogue continues, with pupils and parents regularly consulted on the school's progress. A weekly newsletter has been introduced. Parents appreciate the school's caring ethos. This is seen in the value given to each child, in the promotion of healthy lifestyles and in the care of the building and grounds.

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