

## National Society Statutory Inspection of Anglican Schools Report

### Christ Church Church of England Voluntary Aided Primary School,

Baker St.  
Weston-Super-Mare  
BS23 3AF

#### Diocese of Bath and Wells

Local Authority: North Somerset Council

Date of Inspection: 11<sup>th</sup> January 2006

Date of last Inspection: 15<sup>th</sup> - 17<sup>th</sup> October 2001

School's unique reference no: 109219

Headteacher: Mr. Kevin Bryant

Inspector's name: Mrs Muriel Griffiths NS 268

#### School Context

This is a small urban school with 207 pupils. Most of the pupils are from White British backgrounds. The proportion of pupils who have learning difficulties is higher than average. The majority of pupils enter the Reception class with about average ability for their age. The school is housed in a compact Victorian building close to the church and the town centre. The grounds provide limited play space but the school has recently improved this area to provide a better outside environment for the pupils.

#### Summary Judgement

The school's distinctiveness and effectiveness as a Church of England school is good. There is a strong Christian ethos evident in all aspects of the life of the school, which is recognised and valued by all members of the school community.

#### Established Strengths

- The vision and values of the school are rooted in Christian belief and principles.
- There is a strong and productive relationship with the Parish Church.
- The Christian character of the school is the basis for pupils' good personal development.

#### Focus for development

- Continue to improve collective worship by using times for reflection more effectively.
- Develop further opportunities to improve pupils' knowledge and understanding of other cultures.
- Establish strategies for assessment in religious education.

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

The school, through its distinctive Christian character, meets the needs of all learners well. The school's Christian character contributes well towards meeting the needs of all its learners and underpins the life of the school. All learners are secure in the knowledge that they matter as individuals and there are good reward systems in place with many opportunities for celebration. Pupils especially appreciate having tea with the headteacher as a very special reward. Standards in Key Stage 1 have improved recently and show satisfactory progress by learners and in Key Stage 2, progress has also been satisfactory, although in mathematics and science, standards were below average this year in national tests. The school is aware of the need to improve standards and has strategies already in place to do so.

Parents recognise and value the school's Christian status and say that 'it adds something very special'. Pupils are proud of their school and talk about it as a 'happy place'. They are confident in sharing their views as they know that what they have to say will be valued. There are many opportunities for pupils to contribute to the life of the school. For example, older children help to prepare the hall for collective worship. The School Council is recognised by everyone as a useful 'voice' for all members of the school community.

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

The impact of collective worship on the school community is good. Pupils clearly enjoy collective worship and talk enthusiastically about their favourite acts of worship led by the headteacher. They especially enjoy the range of visitors, who come into school to lead worship on a regular basis. Children have been able to form good relationships with these visitors and this has increased their experience of the Christian church and those who belong to it. Pupils talk about worship as a 'special time in the day for sharing' and recognise it as a time when 'we think about lessons for life'. The Vicar is involved in the

planning process for worship and attends weekly to lead whole school worship which promotes further the Anglican status of the school. Good use is made of the Parish Church for times of celebration during the school year again making the school's foundation more evident.

#### **How effective is the religious education?**

Religious Education is satisfactory. The recently appointed co-ordinator is working on curriculum planning which both supports the locally agreed syllabus, 'Awareness, Mystery and Value', and also has a cross-curricular approach. Pupils speak confidently about their learning, which clearly contributes to their spiritual, moral, social and cultural development. Children in Key Stage 1 enjoy bringing a 'special book' to school and because the teacher is a good role model talks about her own special book. They learn what 'special' means and can voice their own thoughts well. The teacher skilfully helps them to think about future learning when they will find out about the Bible being a special book for Christians. Children in Key Stage 2 begin to think about milestones in their own lives and because their teacher has made imaginative use of stones to symbolise important events, they are able to give a pictorial view of special occasions in their lives. The 'caring ethos' means that pupils are confident in sharing personal feelings. The co-ordinator is aware that time is needed for monitoring teaching and learning in the subject in order to share best practice and improve standards further.

#### **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 is good. The headteacher and governors ensure that the school's church foundation underpins the life of the school. The quality of leadership contributes greatly to the success of the school as one with a Christian foundation. The management team of the school have a good understanding of their local community and demonstrate a clear vision for the school's development. The wider church community is much involved in the school and helps in a variety of ways and so promotes the links with the local church. Parents are regularly consulted about school matters and their views are valued and acted on appropriately. Teachers and non-teaching staff are valued and as a result, relationships throughout the school community are very good. The commitment of the headteacher, staff and governors to the children and their families contributes to the very evident 'family' feeling in the school.

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