

National Society Statutory Inspection of Anglican Schools Report

Easton Church of England Voluntary Aided Primary School

Beaufort St,
Easton
Bristol
BS5 0SQ

Diocese: Bristol

LEA: City of Bristol

Date of inspection: 3rd July 2006

Date of last inspection: February 2000

School's Unique reference number: 131525

Name of Headteacher: Ms Rehana Siraj-Allan

Inspector's name with National Society inspector's number: Mr Andrew Rickett 201

School context

Easton CE VA Primary School is a large school. It serves an area of high social disadvantage. It is a vibrant multi cultural community with many different faiths and ethnic traditions represented. The school population is very mobile. The number of children with learning difficulties or disabilities is above the national average. Attainment on entry is well below average.

Summary Judgement

Easton Primary is a good church school. Care and concern for the individual child is at the centre of its mission. The school is successfully strengthening its Christian foundation and at the same time embracing other faiths. The Headteacher shows an outstanding commitment to the Christian character of the school and has the support of the staff, governors and parents. Relationships throughout are exemplified by openness and trust.

Established strengths

- A pervading atmosphere of care and respect which is clearly based in Christian teaching.
- The strong leadership from the Headteacher and her deputy has a profound effect on the development of the school.
- The high level of concern for each child's development means that they have opportunities to achieve their best.
- The inclusive nature of the school mission draws in the whole community.

Focus for development

- Use the new appointment of the vicar to develop closer links with the church.
- Identify the key elements that make this a successful church school to enable governors to recognise and share in the mission.
- Involve children in the systematic evaluation of Collective Worship.
- Disseminate good practice in RE through the modelling of lessons.

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

The school is good at meeting the needs of all its learners. This is reflected in the many effective strategies that have been put into place to support the children's academic and personal development. Language Development Workers, for example, have a big impact in creating an atmosphere where children and parents feel that they are listened to. Good tracking systems mean that children achieve well

compared to their prior attainment. The school had been particularly effective in making children from all backgrounds feel valued. This leads to positive attitudes towards learning with children seeing school as something that is enjoyable. A real sense of care rooted in Christian values pervades the school. This is evident in the strong relationships built on openness and trust between everyone in the school community. There is great respect amongst the children in particular because they fully and wholeheartedly embrace the values of the school.

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

Worship is of a consistently good quality. It is very important in the life of this school because it performs the central function of drawing the community together every day. The school has worked successfully to devise a form of worship that is inclusive and all children therefore feel that they can participate. At its basis are values which are demonstrably Christian. Worship includes Bible stories and prayers and a message that is universal. The school is very sensitive in the way it includes other beliefs and the similarities between them. Children are encouraged to reflect in a variety of styles and this is effective in allowing children to develop confidence in their own spirituality. Attitudes are positive because worship includes sharing and discussing issues that matter to the children.

How effective is the religious education?

Religious education is good. It has a high status within the school and children perceive it as something positive and to be valued. The development of a systematic process to track individual pupil progress will help to raise overall standards. Where lessons are good, children are challenged and the pace of teaching maintains interest. In one lesson children were very enthusiastic because they were involved in music, discussion, dancing, clapping and drama in quick succession. Religious education offers children the opportunity to develop their understanding of Christianity as well as to discuss their own beliefs. They listen with respect to each other and say that they enjoy the lessons. The scheme of work fully reflects the school's Christian foundation.

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

Leadership and Management of the school are good. The quality of the vision from the Headteacher is very strong. She has a clear strategy for creating an inclusive church school which puts Christian values at its heart. This clarity has enabled relationships within the school community to thrive. Parents are therefore very positive and supportive of the way the school continues to develop. The governing body are committed to promoting the religious character of the school and take seriously their role in monitoring the impact on the children. The recent appointment of the vicar will give the school opportunities to enrich its religious nature.

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