

## National Society Statutory Inspection of Anglican Schools Report

### **Warfield C E VC Primary School**

All Saints Rise

Warfield

Bracknell

Berks RG42 3SS

### **Diocese of Oxford**

LEA: Bracknell Forest

Dates of inspection:13 January 2006

Date of last inspection:11 -14 October 1999

School's Unique reference number: 109982

Name of Headteacher: Andrea Griffiths

SIAS Inspector: Margaret Richardson

### **Summary Judgement**

Warfield Primary School is a good Church of England school, with many strengths, because it demonstrates its mission statement in action.

### **Established strengths**

- The impact of the school's Mission Statement on learners and other members of the school community.
- The leadership of the headteacher.
- The high level of mutual respect which exists between all members of the school community.

### **Focus for development**

- To improve the quality of Collective Worship by involving members of the school community in it's planning, delivery and evaluation.

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

The school, through its distinctive Christian character is good in meeting the needs of all its learners. The school's Mission Statement with its clear Christian principles, underpins every aspect of the school's work. Learners speak highly of the school, becoming animated when describing the many and varied opportunities they have for enrichment. The very good relationships and mutual respect that exist between the head teacher and all members of the school community ensures a positive and productive learning environment. Learners want to be in the school and describe it as the perfect place in which to be taught. They are able to express their opinions through a variety of mechanisms, feel listened to and respected. They are given opportunities to take responsibility and their talents and achievements are celebrated on the 'Wall of Wonder'. Parents value the attention given to the 'whole child'.

Learners speak positively about Religious Education. The school's inclusive approach means that children of different backgrounds are able to speak about their own beliefs with confidence and make comparisons with other faiths. The small minority of learners from non-Christian faiths participate fully in Collective Worship as well as Religious Education. The good provision made by the school for social, moral, spiritual and cultural development is illustrated in many ways. For example, the Mission Statement has been used to develop class rules. Pupils speak openly of what they perceive as fair and unfair. They are able to look upon quiet, reflective times as being important to them. They have a sense of the wider world and know about a range of faiths and cultures. They speak animatedly and appreciatively of visits they have made and of the contributions visitors to the school have made to their learning.

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

The impact of collective worship on the school is satisfactory. The quality of collective worship in the school has improved since the last inspection. Collective worship in different groupings is well supported by the headteacher's good plans which include themes, content and hymns for each week. However, the value of collective worship is undermined by the fact that staff do not always attend. Local clergy are involved in leading worship and special services are held both at the local church and in the school. These are valued by parents and governors. Pupils speak positively about whole school acts of worship and are enthusiastic about the use of candles and opportunities for reflection. This contributes to their spiritual development. They regard worship as an opportunity for relaxation and recognise its impact on the daily working of the school. Pupils are less enthusiastic about the length of some acts of worship, visual foci used and songs they sing. They would welcome the opportunity to be more involved in acts of worship.

**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's very good leadership is recognised by all members of the school community as being significant in establishing the Christian ethos which permeates all aspects of the school's life. Her vision for the school is clearly articulated in the school's Mission Statement which governors and staff were involved in writing. Parents recognise the headteacher's focussed inclusive leadership and value the importance placed upon Christian principles in the school. They speak of the school as a family.

The Religious Education co-ordinator has a clear overview of her subject and has identified strengths, areas for development and training needs within the school.

Links with the church are strong. The school is licensed as a place of worship and church services and Sunday school are held there each week. This is mutually beneficial since new members are attracted to the church by their familiarity with the school and church members work with pupils in the school. The school is very popular and is currently over subscribed.

Governors have only had limited involvement in self-evaluation of the school and in writing Religious Education and Collective Worship policies.