

National Society Statutory Inspection of Anglican Schools Report

Provost Williams Church of England Voluntary Controlled Primary School.

Sodens Avenue,
Ryton-on-Dunsmore,
Coventry.
CV8 3FF

Diocese: Coventry

LA: Warwickshire

Date of inspection: 5th February 2008

Date of last inspection: 10th October 2003

School's Unique reference number: 130875

Name of Headteacher: Mrs. M Holroyd

Inspector's name Mr A Gilroy National Society number: 007

School context

Provost Williams Church of England Voluntary Controlled Primary School is an average sized school which primarily serves the villages of Bubbenhall and Ryton-on-Dunsmore. Most children are from families of white British background with English as their first language.

The distinctiveness and effectiveness of Provost Williams Church of England Voluntary Controlled Primary School as a Church of England school are good.

There is a clear Christian ethos epitomised by the love and respect that pupils and staff show throughout each day. Pupils are well supported in their education by the caring staff. Relationships with the church and the local community are excellent. Pupils are rightly proud of their school. Collective worship and religious education are making a very significant contribution to the life of the school.

Established strengths

- The school's mission to develop the whole child is clearly evident in practice.
- The strong vision and leadership of the headteacher ably supported by the staff and governors.
- Courteous children who want to learn.

Focus for development

- Monitor and evaluate the impact of Collective Worship on the learners through the contribution of all stakeholders.
- Widen the pupils' understanding of the worldwide Anglican Church.

The school, through its distinctive character, is outstanding at meeting the needs of all learners

The headteacher, staff and governors have produced an excellent learning environment rooted in Christian values so that all know that belief is core to the life of the school. This is evident in the friendly and inclusive ethos and the distinctive interaction between all who make up the school community. The staff are ambitious for the learners and are very effective at meeting their needs. They ensure that no matter what their background or ability, pupils feel secure, safe, able to learn and reach their potential. This ethos has a strong impact on the spiritual and personal development of learners who feel really valued. They are very proud to be part of the school. They are confident, happy in their school and generally well behaved. There is a system of rewards plus a regular opportunity to celebrate achievement during

assembly, which strongly demonstrates the value of and commitment to pupil achievement in all aspects of their lives. The spiritual needs of the learners are very well met in collective worship and religious education, as well as in the wider, rich curriculum available both within and beyond the school day so that Christian values are upheld. There are good opportunities for prayer and reflection throughout the day, with many pupils saying that they make use of prayer at home. Learners willingly talk about religious education lessons, collective worship and other areas of the curriculum revealing attitudes which indicate that they have covered a wide range of material that has contributed well to their spiritual, moral, cultural and social development. There is an effective school council, which ensures that the learners have a voice in school decisions. There is a record of fundraising for a range of charities and good causes. The learners enjoy doing the fundraising and say that it is important to help others who are less fortunate than themselves. Parents are aware of the schools church foundation and support it fully. They speak highly of the school and its level of care for the whole child. A poignant example was witnessed during the inspection as a teacher spoke with great skill and compassion to a child who had recently experienced a death in their family.

The impact of collective worship on the school community is good.

The daily act of collective worship is central to the development of the school. It very effectively addresses the matters that are important to young children and is skilfully related to the teachings of the Christian gospel. Acts of worship are consistently well planned and inspiring. They make a significant contribution to the learners' spiritual development. Pupils have good recall of both Bible stories and other messages that have been taught during worship and are able to explain their meaning. Many are able to relate this knowledge to their daily lives. Pupils make valuable contributions to collective worship. The year two class that led worship during the inspection demonstrated very good skills and related the theme of the Chinese New Year to their understanding of and acceptance of others, making good comparisons with their own lives. Many parents attend the collective worship, which is planned and led by each class in turn on a weekly basis. These opportunities enable the pupils to make good use of their talents, intellect and experience. There is a high level of interest in collective worship from learners; they listen well, join in the singing with enthusiasm and show reverence during the prayers and periods of reflection. The children know the Lord's Prayer and can explain its meaning in their own language, indicating that they have a good understanding. Through worship, the learners are gaining a good knowledge of how the Christian faith is practised and its importance to them in their everyday lives. The school has started to work on the evaluation of collective worship. The next step is to involve the school community in the process so that staff and governors can gauge the impact that collective worship is having on all the learners.

The effectiveness of the leadership and management of the school as a church school is good

Leading by example, the headteacher and governors have effectively established a loving Christ centred community where learning can take place and children achieve well. All staff are involved in the vision and feel valued and all views are taken into account. Children of all backgrounds and abilities benefit from the provision, which develops and enhances their learning. There are a number of displays, that reinforce the specifically Christian nature of the school, which enable pupils to talk with confidence about the school as a church school. The collective worship and religious education co-ordinator is an excellent manager and gives clear leadership to this important aspect of school life so that the Christian foundation is seen to be upheld. There are highly effective links between the local church community (from which several governors are drawn) and the school. Pupils are familiar with and are knowledgeable about the local church through services and work on Anglican tradition and rituals as part of religious education. Parents and carers find the school welcoming and secure. They strongly support the Christian distinctiveness of the school, the way in which the staff involve everyone and the general atmosphere

throughout. Whilst the learners have an understanding of the Christian faith and other faiths worldwide, broadening their knowledge of the world wide Anglican church is the next stage in their learning.

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