

## National Society Statutory Inspection of Anglican Schools Report

### **The Bishops' Church of England Voluntary Aided Primary School**

Treninnick Hill  
Newquay  
Cornwall  
TR7 2SR

#### **Diocese: Truro**

Local authority: Cornwall  
Dates of inspection: 22 October 2007  
Date of last inspection: 1-2 October 2001  
School's unique reference number: 112015  
Headteacher: Mrs J Osborne  
Inspector's name and number: Mrs Tricia Martin NS105

#### **School context**

The Bishops' Church of England Primary School lies on the outskirts of Newquay. It has 245 pupils, most of whom are from a White British background. The majority of children come from the local area with a minority coming from outlying villages. The area has significant deprivation. The percentage of children with learning difficulties is broadly average. There is a high rate of pupil mobility.

#### **The distinctiveness and effectiveness of The Bishops' Primary School as a Church of England school are outstanding**

This is a school where the love of God is lived out in daily life. This dynamic and Christ centred ethos brings positive values and attitudes to teaching and learning. These values and attitudes permeate the whole life of the school and engender high expectations of the whole community.

#### **Established strengths**

- Personal development and well being of learners
- Christian ethos which permeates the school
- Commitment of staff and governors to the school

#### **Focus for development**

- Formalise planning, recording, monitoring and evaluation of worship
- Raise the profile of Religious Education Attainment Target Two

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

When asked what it means to be a Church school one learner answered, "It's special! Even if you don't believe in God they (the school) help you more. They believe in God. God has created the people in school so we care about them." Learners are confident and feel safe at school. This is because of the support and encouragement they receive. They know that whatever their ability they all have something to contribute. They flourish as individuals in this supportive environment. Their spiritual, moral, social and cultural development is outstanding. A wide range of extra curricular activities contributes to their social development. This is further enhanced by a family atmosphere where older learners take care of younger ones. Learners know the difference between right and wrong and experience forgiveness and a

fresh start when something has gone wrong. Relationships between all members of the school community are outstanding. This is a school where prayer is a part of the fabric. Learners make prayer requests by placing them in the Prayer Box in the hall. These prayers are then shared in whole school worship. Stimulating posters around the school encourage the learners to reflect and give of their best. The opportunities for spiritual development are outstanding. Learners show their care and concern for others through practical activities such as fund raising. Learners talk enthusiastically about projects with which they have been involved. Their understanding of the diversity of cultures is developed through visits and visitors to the school, for example, Year Four recently had a visit from a member of the Jewish community who explained to them what it means to be a Jew. Children with English as an Additional Language are encouraged to share their traditions and language with their peers. The *whole* child is paramount at this school and the pursuit of high standards in all aspects of life is underpinned by the school's Christian values.

### **The impact of collective worship on the school community is outstanding**

Outstanding worship lies at the heart of this school community. "Worship the Lord with joy; come before Him with happy songs!" (Psalm 100:2) forms the basis of the school's worship policy. This is lived out in the school community and the impact this has on the learners is immense. Learners are actively involved in planning and leading worship. Their skills are being developed through their engagement with the '*Lighting the Candle*' project. Consequently learners talk of their enjoyment of worship. They explain how it makes them think and feel. They talk of how their opinions are sought and acted upon and that worship is a real partnership between all members of the school community. This is because the worship is carefully planned, adapted to the age of the learners and employs a variety of inspirational activities. However, planning, recording and monitoring need to be formalised. Learners use the traditional Anglican Greeting at the start of worship and the Dismissal at the end. The older learners know the Lord's prayer and the younger learners are helped to engage with it by the use of pictures which are shown when the prayer is being used. Eucharist has been introduced for the older learners and they have reflected upon its impact. "In Holy Communion Christians believe that Jesus becomes present in the room or church they are in. Even though I did not take Communion myself I felt lucky to see other people take it.", wrote one learner. Some learners have the opportunity to participate in world wide Christian events such as the Women's World Day of Prayer. As a result, learners have an outstanding practical understanding of what it means to be a member of the world wide Anglican Communion. Learners have outstanding opportunities for spiritual growth through worship, challenging and affirming posters around the school and activities such as the Faith Walk. The outside environment has been thoughtfully planned to maximise opportunities for spiritual development, an outstanding example being the senses garden. Strong relationships with the local churches, who support the school, further cement the outstanding impact of worship on the school community.

### **The effectiveness of the religious education is outstanding**

Learners enjoy Religious Education and are challenged by it. Their attitude to the subject is extremely positive. This is because Religious Education is effectively planned and delivered. The co-ordinator has undertaken an audit of the Religious Education curriculum. As a result, the curriculum has been revised. Stimulating and exciting activities engage the learners' interest and develop their learning, for example, one child wrote: "I think we were made perfect but with our own will and choice. A bit like a plum tree. When the plum unattached itself from the tree, like when we disobeyed God, we fell and gradually rotted and fell apart." Another child wrote: "If God was a food he would be a chilli because you don't know what to expect." Younger learners were fascinated and challenged by the "Jesus" bag. This bag contained a number of different objects and from the objects the learners had to work out to whom the bag belonged. Skilled questioning by the teacher encouraged and guided the learners. Older learners were considering the similarities between Martin Luther King and Sikhism. Learners were articulate and enthusiastic as they explained the beliefs and teachings they were exploring. Standards expected of learners are high, and learners' development is underpinned by effective assessment. The balance between the two Attainment Targets – *learning about religion* and *learning from religion* is being addressed.

Learners are encouraged to engage with the big moral questions of life, for example, the issue of conjoined twins and their possible separation. Outstanding Religious Education lies at the heart of the school. This encompasses not only the subject of Religious Education but also its wider implications, that is, the example of Christian living which is so evident in this inclusive school.

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

The school has a very clear Christian vision which is articulated by the Headteacher, governors, staff and learners. It is based on the belief that God does not exclude anyone so neither does the school. In practise this has meant the school accepting some children with challenging behaviour. The school's role model of persistence, forgiveness and loving encouragement provides acceptance for all and effective moderation of unacceptable behaviour. Governors work well in partnership with the school. They are well informed, take their responsibilities seriously and attend training to enhance their skills. They share and support the inclusive vision of the school. One governor expressed it like this. "Every child at this school should achieve their personal best – they should have a glow in their hearts, they've been shown how to live a forgiving life." The Christian ethos of the school is very important to governors consequently Collective Worship, Religious Education and Christian ethos are regular items on the governing body agenda. Governors are involved in monitoring all aspects of school life. School self evaluation is outstanding and has been undertaken by the school community rigorously and honestly. Links with the local church are strong and relationships excellent. The Parochial Parish Church Council provides financial assistance to enable the school to give a Bible to each child when they leave Year Six. Religious Education and Collective Worship are outstandingly managed and given due prominence for a Church school.

SIAS report 22 October 2007 The Bishop's Primary School, Newquay, TR7 2SR