

## National Society Statutory Inspection of Anglican Schools Report

### **Weston All Saints Church of England Voluntary Controlled Primary School**

Broadmoor Lane,  
Weston,  
Bath  
BA1 4JR

#### **Diocese: Bath and Wells**

Local authority: Bath and North East Somerset

Dates of inspection: 14 June 2007

School's unique reference number: 109227

Headteacher: Mrs Anne Bull

Inspector's name and number: Rosemary Bartlett 120

#### **School context**

This is a large school with 365 pupils on roll, serving the parish of Weston All Saints on the outskirts of Bath. The school is affectionately known locally as 'WASPS'. It has separate buildings for Key Stages 1 and 2, and is set in extensive grounds. A Hearing Impaired Resource Base (HIRB) is accommodated on the site. Pupils' attainment on entry varies from year to year.

#### **The distinctiveness and effectiveness of Weston All Saints School as a Church of England school are good.**

The school has many outstanding features. Christian values are at the heart of school life. Excellent care and abundance of opportunities enable pupils to develop confidence in themselves and consideration for others. The strong relationship between the school and local churches supports pupils' spiritual and personal development

#### **Established strengths**

- The clear vision and outstanding leadership of the head and senior staff
- The strong and constructive support of the governors
- The rich opportunities in the performing and creative arts

#### **Focus for development**

- Continue to integrate the themes for collective worship with those of the social and emotional aspects of learning
- Increase opportunities for visits to places of worship
- Continue to develop the cross curricular approach to religious education

#### **The school, through its distinctive Christian character, is outstanding in the way it meets the needs of all learners**

The value of each individual is at the heart of the school and developing the whole child is the school's mission. The good, broad curriculum is enriched by an outstanding number and variety of extra curricular activities. Pupils thrive and enjoy school life. Pupils' physical well being is a priority. The extensive school grounds and the swimming pool enable pupils to have regular exercise. The school is committed to the provision of opportunities in the performing and creative arts. As a result, pupils develop a love of the arts. This is well reflected in the very imaginative stained glass and banner projects and in their enjoyment of music and drama. Moral and social values are seen as fundamental. Respect and consideration are exemplified by the staff and characterise relationships across the school community. Pupils say the school is fair and that "we need to learn that we can't always get our own way". Day trips, such as a recent visit to Cheddar Gorge, contribute richly to pupils' enjoyment in learning. Residential visits, including those to the Isle of Wight and to France, provide very good additional opportunities for pupils to develop self reliance and interpersonal skills. The school has many and varied connections with the local and wider community. Pupils benefit from the many interesting visitors to the school. Their appreciation of the diversity of cultures is well fostered through religious education. Imaginatively presented lessons include an enactment of infant baptism, clearly enjoyed by the pupils. In lessons on the Muslim festival of Eid, teaching is very well matched to pupils' own life experiences, enabling to develop understanding of others' life experiences. Pupils contribute well to RE and regularly bring in artefacts from home, which increase the knowledge and understanding of their peers. They say: "RE gives you the basics to build your religion". There are good resources for RE. The school plans to continue to develop its cross curricular approach to RE and to increase opportunities for visits to places of worship. Links with schools in Ethiopia and India further enrich pupils' understanding of other ways of life. Friendship is very effectively fostered from the time that pupils first start school. The buddy system between

Year 6 and Year 0 pupils is highly successful and much appreciated by the pupils involved. Inclusion is a deeply held principle. The school's very close links with the HIRB has great benefits for all pupils. The school positively reinforces courage in the face of adversity and an annual cup is awarded for a Y6 pupil who has managed school life despite difficulties. The school has close links with the local church. Many of its members contribute to school life, working with groups or individual pupils. An exceptionally effective counselling service for pupils is in place. The school manages the buildings very well, despite their many restrictions of space and access. The attractive and extensive grounds have been greatly enhanced by the lovely Garden of Dreams, with pupils' prayers displayed on posts, and by the chequerboard garden, which pupils greatly enjoy looking after in their playtimes. Produce from the fruit and vegetable garden, such as strawberries, is much enjoyed.

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

The sense of community is well developed through whole school worship. Pupils participate fully in regularly leading acts of worship. In worship, a transmitter is used by those speaking to ensure that hearing impaired pupils can take part. Pupils' comments include: "It is better to start to worship God when you are younger so you can be with Him when you are older and you need Him". Content and activities are especially well matched to the age range of pupils present when there is worship in key stages or in class groups. Year 6 pupils prepare and present a thoughtful and imaginative portrayal of the world views held by different world faiths. Year 4 pupils ask deep life and death questions of the curate. Year 0 pupils take leading roles in an outstanding celebration of friendship, well attended by parents and much enjoyed by all present. The spiritual dimension of the worship is tangible. The rector and curate contribute to planning for collective worship and regularly lead a weekly act of school worship. Pupils' understanding of the Anglican tradition is enriched as they read stories from the Bibles given to all pupils by the church. Prayer has a central place in school life. Pupils are regularly invited to write their own prayers which form class prayer books and which contribute to the "spiritual corners" in all classrooms. Evaluation of worship is made through informal feedback from pupils and staff. Feedback then effectively influences future planning. The school now plans to review the content of collective worship to include the new materials available for developing social emotional aspects of learning. The school enjoys the support of an ecumenical prayer group which meets every two months to pray for the school. School worship is held once a term in church and the church youth group leads occasional acts of collective worship.

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

It is the headteacher's creative vision and strong leadership, well supported by the governors and staff, which is making a huge impact on the development of the pupils. Her contribution to pupils' learning through her skilful staff management and energetic pursuit of wider contacts and resources is incalculable. The headteacher's active role in local education has clear benefits for all WASPS pupils. Projects such as the Bath Primary Schools Music Festival first initiated by the headteacher, have brought a rich variety of artists and performers to the school. Staff development is seen as a priority and staff are very well supported in their "work/life" balance. Staff work effectively together in teams across the school. This is evident in curriculum planning and well illustrated in the shared presentation of worship in Y0 as well as in the effective contribution of teaching assistants in class. The school is exceptionally closely involved in local initial teacher training programmes. Pupils benefit from the high numbers of staff and students in school, which enable additional attention to be given to individual needs and strengths. Church and community volunteers also work very effectively with pupils. Parents are very supportive and play an active part in school life. The governors are clear about their roles, well informed and highly supportive. The very good relationships between the governors and staff are friendly and constructive. The school has very good links with the parish church. Through their regular visits to the church, pupils develop the positive sense that this is "their" church. All pupils are invited to the church holiday club. The impact of the school's Christian values on pupils continues well beyond their primary years. Former pupils have set up an inter-church youth group, which combines community work and prayer. In recent years the group has contributed generously to school projects such as the creation of the chequerboard garden. Of the four areas identified for development in the last report, three have been addressed and the fourth, namely the integration of values education into school worship, is ongoing.