

## National Society Statutory Inspection of Anglican Schools Report

### **Winford Church of England Voluntary Controlled Primary School**

Felton Lane,  
Winford  
BS40 8AD

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

Local authority: North Somerset Council

Dates of inspection: 11<sup>th</sup> March 2008

Date of last inspection: 18/20 May 2004

School's unique reference number: 109211

Headteacher: John Patterson

Inspector's name and number: Daphne Spitzer - 37

#### **School context**

Winford Church of England Primary School is in the centre of the village of Winford close to the southern border of the city of Bristol. There are 98 children on roll. A few years ago building work was undertaken which has greatly improved the front entrance of the school. The accommodation is attractive and grounds are large and well cared for. The headteacher has been in post for many years and there has been a stable staff.

#### **The distinctiveness and effectiveness of Winford Church of England Primary School as a church school is good.**

The headteacher and his staff provide a very caring Christian environment in which each child can flourish.

#### **Established strengths**

- A strong Christian ethos at the heart of the daily life of the school
- A very caring headteacher and staff who are united in their efforts to put each individual child at the centre of all they do.
- Enthusiastic RE subject leader who is committed to raising the profile of the subject.

#### **Focus for development**

- Include the development of the school's distinctive Christian character in the long and short term improvement planning.
- Ensure the school's Christian foundation is made explicit by extending it more fully in symbols, words and actions which are integral to the day to day life of the school
- Raise attainment in RE by developing monitoring and whole school assessment systems in this subject.

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

The school's ethos is clearly Christian. Children and parents both believed that the school taught the children to care for one another. One parent described her belief that here was "loving atmosphere" within the school. This is evident in the caring relationships at all levels of the school community. The older children act as "maximini-mates" partnering the new reception children during their first year and feel their input has a positive effect on the younger children's confidence. An example of this was an incident when a small boy went to find his Y6 partner in her classroom for help when he had "lost" his own class one morning.

Attractive displays in the entrance and the hall, in particular, focus on the school's Christian character. Further displays for collective worship and RE, promote spiritual and cultural development. However the children's school uniform does not identify the school as being a Church school. In some classes prayers are said before lunch and at the end of the school

day. Christian values are a key part of the school's way of life and have a demonstrable impact on the learners' personal development. Children felt that Collective Worship was important because it was about learning from the life of Jesus. One child summarised this as "to be kind and not to do bad things, such as bully or be unkind." Christingles are made each year by the older children to be used in church for the service before Christmas. This small act encourages attendance by many children who are then keen to be part of the congregation with their families. The venue in alternate years for the year 5 and 6 pupils' residential visit is to York where the class make a visit to the Minster so that they compare this large Anglican place of worship with the familiar cathedral in Wells which they also visit for 'Leavers' Days.

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

Collective Worship holds a central position in the daily life of the school. Each day begins with an act of worship which brings the whole school together and has real meaning for the participants. As one child said, "we wouldn't have it, if it didn't mean something." Attitudes to collective worship were very positive. Children entered and left the hall and sang the hymn to woodwind music played by a group of the older children. The children enjoyed singing hymns, as one child said she "felt alive when she started the day singing." A spiritual dimension was promoted by the candle focus on a beautiful wooden candlestick, made especially for the school by the relative of a foundation governor. The atmosphere created in the hall engendered a feeling of reverence. Children were very attentive and participated well. A clear distinction was made between the act of worship and assembly when the focus table was deliberately set aside for notices. The headteacher plays a major role by leading collective worship twice weekly and by promoting the caring family of this Church school family atmosphere. The collective worship programme follows the Church's calendar. For example the worship observed during the inspection focussed on events leading up to Easter. Collective Worship is coordinated by the RE subject leader who liaises widely to plan the themes. As yet, there is a lack of formal monitoring and evaluation of the impact of collective worship on the school community.

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

The school's Christian vision is firmly embedded. Staff feel valued and are involved in the promotion of the school as a church school. Parents value the fact that some staff occasionally choose to worship in St Marys at Winford and there has regularly been a staff and school presence there on Education Sunday. The partnership between the school and parish is good. News of forthcoming school events to the parish and church services to parents are promoted regularly. Bible Kidz, an after school club, was recently set up at the school by the recently retired Rector, with the support of a foundation governor. The Rector played a key role in maintaining and developing the Christian foundation of the school. Not only did he lead collective worship each week but he also taught RE in all classes, led Bible Kidz club and inspired and challenged the governing body. During the vacancy, the school greatly values the stability created by the presence of the Baptist minister who continues to lead collective worship each week as he has done now for many years. Religious Education is well led by a teacher who is enthusiastic in leading and managing the subject and ensures that it is well resourced. She regularly tracks the progress of the children. Although assessments are carried out by class teachers an overall system has yet to be implemented. Children demonstrated positive attitudes to the subject as seen during the lesson observed on the subject of Palm Sunday. They felt it taught them skills that would help them throughout their lives. One child said that she thought it was important to understand what it was like to be a Christian, to empathise with someone of another faith and to be kind as it would help her to gain employment later on. The Christian distinctiveness of the school is not regularly discussed by the governing body at their meetings and as yet there is no formal plan for the school's development as a church school. However, there is good capacity to improve due to the committed staff and very good team work.