



National Society Statutory Inspection of Anglican and Methodist Schools Report

Christ Church CE (VC) Primary School

Berryfield Road
Bradford on Avon
BA15 1ST

Previous SIAMS grade: Satisfactory

Diocese: Salisbury

Local authority: Wiltshire

Dates of inspection: 4 February 2015

Date of last inspection: 25 June 2010

School's unique reference number: 126303

Headteacher: Neil Baker

Inspector's name and number: Marcia Headon 761

School context

Christ Church CE VC school has 417 pupils aged between 4 and 11. The vast majority of pupils are of white British heritage. The proportion of disabled pupils and those who have special educational needs is just below the national average. The proportion of disadvantaged pupils eligible for the additional funding known as the pupil premium is well below average. The school was graded as good in its most recent Ofsted inspection in November 2014.

The distinctiveness and effectiveness of Christ Church as a Church of England school are good

- The headteacher and deputy headteacher provide principled leadership and model the Christian values of the school.
- The mission statement and values directly influence the good spiritual, moral, social and cultural development of the pupils and their outstanding behaviour.
- There is a high degree of care and compassion shown to all within the school community and any achievement is recognised and celebrated.
- The strong support from the local church and Rector has made a significant contribution to the Christian character of the school.

Areas to improve

- Develop a greater understanding among the school community of how the values, mission statement and Effective Lifelong Learning Initiative (ELLI) are rooted in Christian theology.
- Involve a wider range of pupils in planning and leading collective acts of worship in order to deepen their understanding of worship and the importance of prayer.
- Ensure that the school improvement plan includes reference to the further development of the Christian characteristics of the school.

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

The new mission statement, the reinforcement of the Christian values of the school and the staff commitment to the Effective Lifelong Learning Initiative (ELLI) impact positively upon the ethos, curriculum, personal development and well-being of the pupils and ensure good outcomes. The curriculum is carefully planned to meet the needs of pupils: the school is a very inclusive community. However, not all members of the school community can explain the theological basis upon which the mission statement and values are based. Parents had been consulted about the mission statement but were less confident in naming the values of the school. Pupils can explain broadly that honesty, joy, hope, peace and love and thankfulness are taught by Jesus, but they do not make explicit links with the Bible. However, pupils' personal moral, social and cultural development is good. Behaviour is outstanding and attendance is above average. Pupils' spiritual development is outstanding. Reflection is built into activities and teachers and pupils do not shirk away from difficult questions. In a lesson Year 6 pupils were considering what it meant to be eternal and the meaning of heaven. This was linked to the text, 'In my father's house are many mansions'. One pupil suggested the mansions referred to peoples' experiences and this was confidently discussed by the class and linked to the idea of Christian love. Spirituality is also evident in the use of the Place of Peace where pupils can go and reflect quietly. This was built following the recognition of the need for them to remember others. The school's mission statement of 'achieve, aspire and learn in an inclusive community' is evidenced through the academic achievements of all pupils. Staff can explain this as being strongly influenced by the school's Christian distinctiveness and ethos about the uniqueness of each pupil. Pupils attain well and in Year 6 all pupils make more than the progress which is expected nationally in reading and writing and are close to the expected progress which should be made in mathematics. All groups of pupils, including those who are disabled pupils or have special educational needs make good progress. Disadvantaged pupils in receipt of extra funding also make good progress. One member of staff explained the success of the school by saying 'we are not afraid to challenge and support our pupils as this is inherent in God's love for us all'. The quality of relationships within the school is good and reflects the values of joy and thankfulness which the school holds as being important. There is a high degree of care shown to all and the headteacher demonstrates his view that all pupils have unique talents for which thanks should be shown and which should be celebrated. Pupils' achievements are recognized and joyfully celebrated in Friday assembly, in newsletters and through presentation of certificates. Staff meetings also begin with a spiritual reflection incorporating celebration on what has gone well. Pupils show respect and tolerance towards those of different faiths and those of no faith. It has links with a school in Sri Lanka and Religious Education (RE) makes a major contribution towards diversity with comparisons of what it is like to celebrate festivals such as Christmas in places such as Poland and Ethiopia. The introduction of a new scheme of work has improved the quality of work in RE. The level of pupils' discussion in class, answers in their books and in displays around the school is good.

The impact of collective worship on the school community is good

Pupils enjoy collective worship, recognising that it is a time to reflect together and to say to God that this is time for him. Staff also feel affirmed by worship stating they feel uplifted by the messages given. Collective worship, carefully planned by the deputy headteacher with the local Rector, centres on the values of the school as well as the Christian calendar. This means the values have a real meaning to pupils and impact strongly upon their spiritual and moral development. Many can recall an act of worship which has influenced them, and this varies from how they think about their responsibility to help those in need or how they should forgive others. Valuable opportunities to discuss and consider issues are given to pupils when members of the local church lead 'Open the Book' each week. This develops pupils' knowledge of Bible stories well. Pupils understanding of worship is enhanced by the services held in the local church each half term where familiar simple liturgical responses are followed. These services are planned by pupils from the 'Lighting the Candle' club and some participate in

leading them. However, other pupils are not routinely involved in planning and leading collective worship. Pupils spoke enthusiastically of the Harvest service and Christmas nativity led by Year 4 as important events in their lives. Parents support these services in the church fully and other acts of worship in school are well attended. In collective acts of worship the atmosphere is reverent, and the different altar frontals, representing the Church's year, designed and made by members of the local church, provide a focal point. Music encourages stillness. Governors frequently attend collect acts of worship and the 'Lighting the Candle' club evaluate collective acts of worship. This evaluation has been effective as it resulted in staff allowing more reflection time in collective worship which the pupils asked for. And has enhanced the work on spirituality. Although pupils sometimes write prayers for collective acts of worship, pupils do not see prayer as central to the life of the school. There is no school prayer, or routine opportunities for pupils to use prayer and inconsistency exists as to whether staff say prayers before lunch. Older pupils' understanding of the Trinity is developing. This has been aided by the Rector holding a session where pupils were encouraged to ask questions which they found stimulating. Younger pupils however showed little familiarity with the language of the Trinity.

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

The headteacher has a very clear vision for the development of the school as a church school. Since the previous inspection its church school distinctiveness has been made more evident in many ways. These include closer links with the adjacent Christ Church, a determined focus upon spirituality, the introduction of the words 'Church of England' into the title of the school and more visual reminders of this around the site. The headteacher lives out the values of the school in a very principled manner and is highly respected. He sees the development and uniqueness of each child as being vitally important and the links between ELLI, the Christian values and the school mission statement as organic. However, staff have not yet fully explored this relationship. The school carefully monitors its work. It used an external adviser to evaluate the church school distinctiveness with the whole staff and this evaluation was shared with the Foundation governors. The school accurately judges its strengths and weaknesses. However, the current school improvement plan does not contain any reference to the further development of the Christian characteristics of the school. The governors hold the school to account well. They are frequent visitors and one foundation governor visits the Lighting the Candle group and meets with the deputy headteacher to discuss the RE schemes of work. The governing body take its own development seriously. The Rector provides strong support for the school. Pupils' work has in the past been displayed in the Church and the parochial church council routinely pray for the school. The new subject leader for RE has made an excellent start. There is ongoing monitoring of pupils' work and the recent introduction of RE exercise books has made RE of higher status in the school. There is a good allocation of funding for RE and the National Society's Statement of Entitlement is met. The high quality work of the deputy headteacher in developing, monitoring and evaluating the distinctiveness and effectiveness of the church school is evidence that the school is helping to create future church school leaders. Links with the Diocese have been strengthened since the last inspection. Parents are fully supportive of the school and any issues they raise are dealt with promptly.

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