



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Winford Church of England Voluntary Controlled Primary School

Felton Lane
Winford
Bristol BS40 8AD

Previous SIAMS grade: Satisfactory

Current SIAMS grade: Good

Diocese: Bath and Wells

Local authority: North Somerset

Dates of inspection: 22 May 2015

Date of last inspection: 4 April 2011

School's unique reference number: 109211

Headteacher: Nik Gardner

Inspector's name and number: Andrew Rickett 201

School context

Winford is smaller than the average size primary school with 147 children in roll. The majority of children are of a white British heritage. The school serves a community with a range of socio economic backgrounds. The number of children with learning difficulties and/or disabilities is broadly in line with the national average as are the numbers who are entitled to receive support from the pupil premium. Attendance is broadly in line with the national average. Children enter the school with their development broadly in line with national expectations. Since the previous inspection there has been a new school building. There have been considerable changes to staffing in the last year.

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

- The development of a Christian ethos, that has purpose and meaning for the whole school community, has given church distinctiveness greater impact on children's personal development.
- Improved planning of collective worship, with more emphasis given to explicitly Christian messages, makes a positive difference to children's lives.
- The headteacher's clear vision for the school as a church school is leading to the continual strengthening of its Christian ethos.

Areas to improve

- Ensure that consistently high quality experiences across the school provide opportunities for children to explore and develop a personal spirituality at a deep level.
- Develop children's ownership of collective worship by involving them to a greater

extent in leading the direction in which worship messages are explored.

- Involve all school leaders and managers in developing a more rigorous approach to the monitoring and evaluation of the school as a church school in order to gather evidence of impact and identify areas for ongoing improvement.

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

A greater emphasis on explicitly Christian values since the previous inspection has brought a new approach to how the school interprets its Christian ethos. The Christian vision is more accessible to children and adults in the school community and more meaningful in their lives. Parents, for example, talk about their children bringing questions home about matters of faith and belief that they want to explore. There are more opportunities for children to hear Bible stories and explore the meaning of parables. There are fewer opportunities in the school for children to share and explore their own stories that help them to make sense of their personal spirituality. Specific Christian values have been identified and are becoming embedded in the life of the school, particularly through the collective worship programme. Children have a good understanding of values such as forgiveness and respect and can relate them to their own lives. These values contribute to the creation of a learning environment in which children engage well in their learning and which contributes to their academic progress. Data indicates that progress is at least in line with national expectations. Children have not yet been involved in reviewing how well the values are making a difference to their lives. Special learning experiences, such as a book week, and 'WOW' days, promote the development of children's spiritual, moral, social and cultural education by encouraging the use of imagination and curiosity to explore the world around them. Recent links with a school in another part of Britain and a new link with a school in South Africa are good examples of how the school is fostering a wider appreciation of the diversity of life both in Britain and abroad. Children speak with respect and empathy for others and understand the importance of giving charitably to support others as part of the life of the school. Relationships in the school are based on respect for others. The acceptance by the whole community of the school's own dog and recognition of the value that it brings to the life of the school is an excellent example of an innovative way of how the school meets the needs of children and adults in school.

The impact of collective worship on the school community is good

Improved planning of collective worship has made a positive difference to its impact on the life of the school. A three year programme gives a broad range of themes with Bible stories clearly identified at their centre. Explicit Christian values have been identified and linked with other aspects of children's development such as their social and emotional education. The inclusion of major Christian festivals, such as Easter and Pentecost, means that children have good opportunities to learn about Anglican tradition. For example, they are developing their understanding of the nature of the Trinity and talk openly about how difficult it is to explain it in words. The impact of these developments has brought a fresh approach to how collective worship is delivered with increased opportunities for a more interactive style in which children's responses have a greater input. The three year programme has become embedded and further opportunities to develop worship, by engaging children more in directing the way that worship messages are explored according to their needs, has yet to be explored. This is an aspect of worship that the school is beginning to address and, indeed, has exciting ideas that are being discussed. Older children are regularly involved in evaluating collective worship which provides valuable feedback on how well they have understood the message. Younger children have not yet been included in this process. Prayer and time to reflect are important elements of each act of worship as is the use of a simple liturgy at the start of worship. Children have a good understanding of prayer. They know that it is a time to talk to God, to ask for help for others or to say sorry. Children are clear that, if you are truly sorry, then God will always forgive what we have done wrong. Attitudes towards acts of worship are positive. Children regard worship as an important aspect of being a church school. They show an appropriate reverence in collective worship and enter and leave the hall quietly.

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

The school has made good progress since the previous inspection in developing its distinctive Christian ethos so that it has greater meaning and purpose for all members of the school community. Parents, for example, say that the school's Christian values contribute to their children's developing moral code which helps them cope with 'real life'. The headteacher articulates a vision that is inclusive of the whole school community. It is based on promoting a Christian ethos that is accessible by giving opportunities for children to explore faith and belief and letting them make up their own minds as to what they believe. The school, through the leadership and example of the headteacher, is successful in achieving its vision. Governors and members of staff fully support the Christian ethos and appreciate that its impact has developed since the previous inspection. The headteacher has a good understanding of where the school is a church school with an accurate self-evaluation and awareness of what needs to be done to continue to improve. Governors themselves have undertaken some monitoring of the impact of the Christian ethos; a learning walk for example that focused on Christian distinctiveness, but this is not yet sufficiently rigorous that evidence gathered identifies areas for further improvement. This is particularly the case with regular gathering of evidence with feedback from children. Recent changes in staffing, and the need to appoint a new RE coordinator, has impacted on the school's ability to monitor as effectively as it might. The school has good links with the local church through the celebration of major Christian festivals that help children understand their significance in the Christian calendar. The vicar regularly leads acts of worship in school and his involvement with the headteacher in planning the worship programme has given him a good understanding of the themes that are covered. There are some beneficial links between the school and church communities but these have not been fully explored to develop an even closer relationship between the two. The school meets the requirements for collective worship and religious education.

SIAMS report May 2015 Winford CE VC Primary School Winford BS40 8AD