



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Wrighton Church of England Primary School

School Road, Wrighton, Bristol.

BS40 5NA

**Previous SIAMS grade: Outstanding**

**Current inspection grade: Outstanding**

**Diocese: Bath & Wells**

Local authority: North Somerset

Date of inspection: 7th May, 2015

Date of last inspection: March 2010

School's unique reference number: 109221

Headteacher: Sarah Joskey

Inspector's name and number: Rev John Angle 119

#### School context

Wrighton Church School is a one form entry rural primary school with 197 pupils on roll. It serves the village of Wrighton and surrounding communities. The school has undertaken significant improvements to enhance its accommodation and facilities in the last five years. The majority of pupils are White British. A very small proportion of pupils is supported by Pupil Premium or has special educational needs. The school has achieved a number of awards including the Arts Mark Gold and the Sports Mark Gold.

#### The distinctiveness and effectiveness of Wrighton Primary School as a Church of England school are outstanding

- Inspirational leadership and management promotes a strong vision for the school and its future, and creates a Christian ethos where Christian values underpin all aspects of school life
- There is an inspirational partnership with the local Christian community, which deeply affects the life of the school
- The school fulfils its vision statement lovingly and effectively, as it cherishes and nurtures pupils and ensures they flourish and aspire
- A rich variety of expressions of spiritual, moral, social and cultural development permeate the curriculum and daily life of the school.

#### Area to improve

Build stronger relationships with other schools nationally and internationally, to encourage a greater understanding of other faiths and cultures.

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

Christian values permeate all aspects of the life and work of the school. The Christian foundation and ethos of the school is made explicit in displays throughout the school, particularly in the Welcome Area, in classroom reflective areas and in school policies. The

impact of this ethos is that children's behaviour and relationships are outstanding. Children learn to make right choices, to take responsibility and understand the consequences of their behaviour. Throughout their time at school children experience joy, love, hope and the fulfilment of their aspirations. Children enjoy being at school, commenting that "everyone is kind and helpful", "it's a wonderful place to be". The school's Christian values motivate and encourage levels of achievement well above average in science, maths and literacy at both key stages. High levels of achievement are also celebrated in public speaking, sport and the arts. Governors and staff work with parents to promote good attendance and there have been no exclusions in the last five years. A dedicated Learning Mentor gives very effective and much valued support to children and families across the school community. In addition the 'Achievement for All' programme, funded by the school, makes a significant impact on children's success and personal development. More vulnerable children and those with special needs overcome huge barriers in their learning and individual circumstances, because the school values all children's achievements and their emotional well being. Spirituality informs all practice and staff provoke questioning and mature discussion in the classroom. Children articulate their spirituality through poetry, participation in music, the eco-team activities and through participation in collective worship. They are given opportunities to develop their skills of reflection and to use their imaginations with a sense of enjoyment, curiosity and fascination, resulting in some inspiring discoveries about themselves and their world. Children talk honestly and openly about feelings of sadness and happiness and share coping strategies and reactions to both, expressing a mature concern for each other. Christ's teachings of respect, tolerance and concern for others motivates children's wider concern for others and their support for charities such as Send a Cow, Somewhere to Go, Children in Need and Tear Fund's toilet twinning. A wide variety of curricular and extra-curricular activities develop children's social skills. The spiritual, moral, social and cultural development of children is outstanding and is firmly underpinned by the school's Christian character. Religious Education (RE) strongly supports the Christian character of the school and provides an excellent understanding of Christianity, an awareness of the multi-cultural and multi-faith world, and an understanding and respect for diversity and difference. It is taught in highly creative and challenging ways and as a result children enjoy RE. There is a very close partnership with the local Christian community. Clergy and church members encourage, in an inspiring and relevant manner, the outstanding Christian ethos of the school.

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

Collective worship is highly valued and occupies a very important central place in the life of the school. Worship expresses the value of koinonia in the school community, and is also personal, giving time for individual spiritual reflection. It is relevant, inspiring and thought provoking and engages children of all ages. Children relish their experience of collective worship; "It makes me feel good" said one child and another commented "It makes me feel God is always with me". Children are given many opportunities to take part and lead worship which gives them an understanding of important aspects of liturgy. A strong musical tradition, visual material and drama help deepen spiritual experience. The singing whilst signing of the 23rd Psalm is one example of a significant and moving spiritual experience. Stories from the Bible, often using 'Open the Book', are essential features of acts of worship. Children are very attentive and learn from these stories as they relate them to their own life experiences and to the lives of others. Through collective worship children recognise the needs of others and offer help and support through a variety of charitable activities and also through expressing concern for the world and the environment. For example, children gave not only financial support for a current earthquake disaster in Nepal but also spontaneously prayed, recognizing this was also a relevant way of giving support. This demonstrates how prayer is an integral part of the life of the school. Children say prayers (sometimes extemporarily), learn prayers and write prayers in class prayer books. Through collective worship and the whole life of the school, biblical themes of love, forgiveness and the possibility of a new beginning inform ways of dealing with conflict and social relationships. Children are offered a rich experience of Christian faith and practice. The

Trinitarian nature of Christianity is reflected in prayers and hymns and in children's poetry. Specific discussions on Christian spirituality and the Holy Spirit have led to some interesting and perceptive theological understanding, with older children writing: "The Holy Spirit is..... a kind whisper in my ear of inspiration, and "...a joke to keep my happy hopes up". In collective worship there is a strong emphasis on the person of Christ and the Christian story. Worship is planned with strong links to the Anglican liturgical calendar and the celebration of several Christian festivals. A variety of settings such as the school hall, local churches and the school grounds gives children a wide and varied experience of Christian worship and different traditions. Collective worship is well planned and organised using a wide variety of material. It is inspirationally led by various members of staff who are well supported on a regular basis by leaders from the local Christian community. Parents often join collective worship and some find it personally and spiritually helpful. Collective worship is monitored and evaluated by staff and governors in a variety of ways and this has led to the introduction of innovative approaches to worship and spirituality which has enhanced the spiritual environment of the school and children's understanding of the Christian faith.

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

The headteacher strongly and confidently lives out and promotes the Christian vision of the school as a community firmly rooted in the Christian faith. Christian values lie at the heart of all aspects of school life and this creates a vibrant, caring learning community. The school successfully encourages children, in their words, "to think about my own faith and what difference it can make to me and how I live". The spiritual development of children is a high priority in the life of the school, alongside their achievement and well-being. School leadership has provided many displays and physical expressions of the Christian foundation throughout the school and has built areas for quiet and spiritual reflection. Staff and governors work together as a cohesive and caring team, and governors effectively monitor and support the Christian ethos and its impact on children. They celebrate and share this with the church and wider communities. Developing and enhancing the school's Christian distinctiveness is one of the key areas of the school's School Improvement Plan, which places it within the wider strategy of school improvement. School leaders ensure there is excellent Religious Education teaching, and high levels of professional expertise. Expanding the RE syllabus to reflect the Diocesan vision of children experiencing 'Life in all its fullness' has resulted in many school-specific innovations which enhance children's religious, social and spiritual experience. For example 'wow moments' and inspiring visitors are planned into the RE and wider curriculum. Pupil voice is strong because children work in 'development teams' to look at whole school issues. 'Wrington Entitlement Books' for each child to record their own personal experiences as they move through the school are an example of the school's attention to pupils' emotional well-being. All aspects of the previous SIAMS inspection have been completed in a most effective way. School leaders and governors have developed an excellent programme of continuing professional development for all staff to prepare them as leaders of church schools. The partnership between churches, school, village and parents is exceptionally strong and brings life into the community. The Christian community plays a huge and highly valued role in the life and success of the school. The whole school community is involved in evaluating different aspects of the school's Christian distinctiveness through questionnaires and informal and formal discussion, to encourage further improvement. The school has undertaken a review of spiritual, moral, social and cultural development with a particular emphasis on the school's promotion of British values. Children's understanding of democracy and responsibility are developed through the active School Council and the school Buddy system; an understanding of the rule of law is promoted through the writing of Class Charters. Through many aspects of school life, and particularly in the RE and PSHE curriculum, opportunities are given for children to understand and practise tolerance and respect.

SIAMS Report. May 2015. Wrington C of E Primary School, Wrington. BS40 5NA