



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The Methodist Church 

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

### Westbury-on-Severn Church of England Voluntary Aided Primary School

The Village  
Westbury-on-Severn  
Gloucester GL14 1PA

**Previous SIAS grade: Outstanding**

**Current SIAMS grade: Outstanding**

**Diocese: Gloucester**

Local authority: Gloucester

Date of inspection: 23 February 2015

Date of last inspection: 7 October 2009

School's unique reference number: 115701

Headteacher: David Crunkhurn

Inspector's name and number: Andrew Rickett 201

#### School context

Westbury-on-Severn is a smaller than average sized primary school with 76 children on roll. Children come from mostly favourable socio-economic backgrounds and the majority are from a white British heritage. The number of children with special educational needs and/or disabilities is below the national average as is the number receiving pupil premium support. Attendance is broadly in line with national averages.

#### The distinctiveness and effectiveness of Westbury-on-Severn Church of England School as a Church of England school are outstanding

- Christian values are at the heart of the school's ethos and underpin the high quality of relationships throughout the school community.
- Acts of worship are inspirational events in the school day and make a significant impact on the children's wellbeing.
- The commitment and passion of the headteacher to bring meaning and purpose to the impact of the school's distinctive Christian ethos means that it is continually moving forward.

#### Areas to improve

- Ensure that opportunities for children to explore their own spirituality are an integral aspect of their learning and contribute to raising standards across all subjects.
- Develop opportunities both within and outside of the school curriculum for children to experience time and space to reflect on matters that are important to them that enhance their personal development.
- Create more challenging opportunities for children to explore issues of faith and belief in greater depth to raise standards in religious education (RE).

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

The daily life of the school is rooted in an ethos that emphasises relationships built upon the love that Jesus taught us to show to one another. The strength of these relationships comes from a commitment to the Christian character which starts with the headteacher and is shared by adults and children. These relationships are founded on explicit Christian values which have been encapsulated in a core set of three that are well known to the whole school community: respect, friendship and perseverance. The school is outstanding as a church school because these core values shape relationships and drive the spiritual development of both children and adults. As a result, they create an environment in which children enjoy school, make good progress in their learning and do well academically. The impact of the Christian ethos is outstanding because children are put at the heart of these relationships and the care for them as individuals ensures that they are nurtured. The school has a very clear understanding of spirituality. An impressive aspect of this has been the involvement of children in articulating what spirituality means to them through its exploration in the classroom. Opportunities for spiritual development are increasingly becoming integral to the children's personal development through collective worship and some areas of the curriculum that develop the children's social, moral and cultural learning, including RE. These experiences are highly effective in providing children with opportunities to reflect on their learning in considerable depth. As yet, this has not become fully embedded in all areas of the curriculum either in an explicit or implicit way. Children have very positive attitudes towards their school and say that its Christian ethos helps shape the way that they 'all get on with each other' and 'do the best to help people who haven't got as much as we have'. This is reflected in the school's considerable charitable work and commitment to supporting the local community through a wide range of activities.

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

Collective worship is outstanding because Christian teaching has a significant impact on children particularly through the encouragement to make sense of this in their own lives. Acts of worship allow these messages to transform the children's understanding of what it means to be human and to have a better understanding of their place in the world. A focus on Bible teaching and explicit Christian values lies at the heart of each act of worship. The school has successfully worked to ensure that these values make a significant impact beyond the act of worship itself. Children have a very clear understanding of this and articulate with considerable insight how values impact on their everyday lives both within school and beyond. For example, children express very eloquently how perseverance, one of the school's core values, helps them in both their learning and friendship. Although there are good opportunities for children to reflect on the impact of these values, they are often within a set framework given to children. More can still be done to provide children with greater opportunities to have time and space for them to reflect on, and respond in their own way, to matters that touch them personally. Themes in collective worship are often inspirational and, because they are based on the school's shared understanding of spirituality, they help children to have a greater awareness that Christian teaching has a relevance to modern life. Prayer makes an important contribution to this growing spirituality. Children appreciate that prayer has a central part in the expression of a person's faith and have a mature understanding that God will hear the prayers of and care for those who have no faith or belief. Collective worship includes specific elements that make it a distinct time in the school day to worship God. The opening welcome and lighting of three candles regularly reminds children of the nature of the Trinity. Through the wide variety of worship styles, children have plenty of opportunities to lead acts of worship either in small groups or as a whole school. This gives children a greater sense of ownership of worship. Close links between school and local ministry team, together with the involvement of governors, mean that there are effective systems for regular evaluation of the impact of worship including feedback from the children themselves.

### **The effectiveness of religious education is good**

The quality of teaching and learning in religious education (RE) has improved since the previous inspection. Standards in RE are at least in line with national expectations by the time children leave the school at the end of Year 6. Children make good progress in RE across the school and achievement compares favourably with other core subjects. The move away from specialist teaching of RE to delivery by class teachers has given the subject a higher profile and a greater awareness amongst both staff and children of its contribution as part of the overall curriculum. Very effective ongoing training by the RE coordinator has equipped teachers with the skills and knowledge to deliver RE with confidence. This is reflected in the good quality of teaching which at its best challenges the children's perceptions and understanding through carefully chosen questions that encourage children to think more deeply. Children respond with enthusiasm to these experiences and enjoy talking about and sharing their views on matters of faith and belief. They listen to each other with respect. There is still potential for children to have further challenge particularly in equipping them with a greater ability to ask their own questions of meaning and purpose and allowing them more opportunity to take ownership of their learning. Assessment procedures have become more robust since the previous inspection. Considerable work has been done to improve the accuracy of assessment and there is now a good level of understanding by teachers of the children's achievement in their knowledge and understanding of RE. The introduction of a tracking system is providing the means to enable closer monitoring of individual pupil progress across the school. The data collected is beginning to be used to identify trends in different groups of children and this is helping to inform future improvement. The RE coordinator is the headteacher. He has an excellent grasp of the RE syllabus and what needs to be done to continue to improve the quality of RE. Moreover, he has a strong commitment to the subject and the contribution it makes to the children's personal development and understanding of faith.

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

The headteacher has worked tirelessly to ensure that the school's Christian ethos has greater importance for the whole school community. All members of the school community explain how the distinctive Christian ethos has grown under the leadership of the headteacher and that this has been done in such a way that it remains inclusive to all. His passion and commitment to the children ensure that the school's leaders and managers remain focused on their needs both in terms of their learning and their wellbeing. This is reflected in the strong emphasis given to both of these aspects of school improvement accurately identified in the current school development plan. A specific priority related to Christian distinctiveness in the plan has been rephrased into language for children so that they too have a sense of ownership of school development. Procedures for monitoring and evaluating evidence of the impact of the Christian ethos are rigorous and lead directly to improvement. Governors have a good grasp of these procedures and there are effective systems in place to ensure that progress in addressing them is carefully scrutinised. Recent developments in agreeing a shared understanding of spirituality and developing subject knowledge in RE ensure that members of staff are kept up to date with the latest priorities in church school issues. Relationships with the local church community are very strong and mutually beneficial. The parish church is regularly used by the school to celebrate major Christian festivals as well as linking with community events and experiences such as the recent 'iSingPop' initiative which has captured the imagination of both children and adults in school and outside of it. Through the work of the headteacher, the school has excellent links with the diocese and other local church schools. The school meets the statutory requirements for collective worship and religious education.

SIAMS report February 2015 Westbury-on-Severn CE VA Primary School GL14 IPA