



Statutory Inspection of Anglican Schools Report

Name and address of school	Westbury-on-Severn Church of England School The Village, Westbury-on-Severn, GL14 1PA
Type of school	Primary
Status	VA
Diocese of Gloucester	
Gloucestershire LA	
Date of inspection	7 th October 2009
Date of last inspection	4 th July 2006
School's URN	115701
Name of Headteacher	David Crunkhurn
Inspector's name with NS number	Chris Hammant NS009
Context	
Westbury-on-Severn is a small three-class village primary school where most pupils are from White British backgrounds. The percentage of pupils with learning difficulties and/or disabilities is below average. A pre-school is based at the school for part of the week. The new head teacher took up his post in January 2009.	
Summary Judgement	
The distinctiveness and effectiveness of Westbury-on-Severn Church of England VA Primary School are outstanding. Strong Christian values underpin the life and work of the school and are expressed in loving and respectful relationships. Learners are quietly confident and demonstrate a real depth of understanding and compassion for each other and the adults in school.	
Established strengths	
<ul style="list-style-type: none">• A strong Christian vision and leadership• Close links with the church ministry team• Effective communication with and involvement of all stakeholders• Effective provision for pupils to develop spiritually in worship and across the curriculum• Collective worship which is central to daily life in school	
Focus for development	
<ul style="list-style-type: none">• To raise the standard of religious education teaching and assessment from good to outstanding as outlined in the School Development Plan• To put into practice the plans for links with schools in the UK and abroad	

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

The learners at Westbury enjoy their work and willingly and enthusiastically respond to the challenges it offers them. They are aware of their individual interests and talents which they acknowledge are recognised and encouraged in their learning. They are very proud of their school and what it teaches them about how to live a life based on Christian values. Learners know how praise and rewards can motivate and encourage them; and of how sanctions are fairly imposed when needed. They understand fully the notion of forgiveness and witness its value in building positive relationships. They have high levels of self-esteem and demonstrate independence and maturity. They demonstrated their heart-felt compassion for a bereaved member of the school community by spontaneously raising funds to support the family and a particular charity. The impact of Christian values on their personal development and attitude to learning is very evident. Learners are confident in talking about their faith in God and the opportunities they have in school to reflect and pray. Reflection spaces are provided in every classroom and there is a worship focus and prayer board in the hall. Children take home a monthly prayer pathway to share with their families that provides an opportunity for linking school and home prayers. Teachers plan across the curriculum to include opportunities for spiritual and moral development in their lessons. Consequently spirituality is woven into the fabric of daily life. Learners know their ideas and opinions are taken seriously and the school stresses the importance of the pupil voice in decision making through the School Council. Staff demonstrate their beliefs in their relationships with each other and their pupils. There is a warm and welcoming atmosphere in the school which is reflected in the high standard and beautifully presented displays of children's work.

The impact of collective worship on the school community is outstanding

Worship is central to the life of the school and is the place where the Christian character of the school is openly acknowledged. Learners speak of it as a time to pray, think of others and be calm and quiet. Acts of worship provide opportunities for pupils to take an active part through drama, music and singing, and in the prayers they write that reflect the Christian value in focus. A worship team has responsibility for managing the music, projecting the words for songs and leading the actions for songs. Acts of worship are well planned and based on themes from Values for Life. The clergy team follow this theme and lead worship once a week. The team uses some aspects of liturgy when leading worship to which the children respond very well. They also make time to answer any questions learners may have. Worship is evaluated by all stakeholders. Pupils record their views in a book, governors report to the full governing body and staff feed back to the head teacher. Acts of worship create an atmosphere of spiritual depth whilst still being relevant to the full age range of the school. Learners confirm that worship is important to everyone and appreciate the time of quiet it provides. All staff attend worship and will follow up issues in class which may arise from worship. Whilst worship is largely based on Christian values and provides opportunities to improve religious understanding, it also encompasses the connections and links between other major religions and Christianity. The school celebrates Harvest, Christmas, Easter and the Leavers' services in church and these events are very well supported by parents. Pupils take a major part in planning and presenting these festival services. The school is aware that its membership may include families from other faiths and none and is sensitive and inclusive in its approach.

The effectiveness of religious education is good

Pupils enjoy their learning in RE which is based on the Gloucestershire Agreed Syllabus and, following INSET and guidance from the RE coordinator, achieve a good standard that is in line or better than standards in other core subjects. Care is taken to ensure a balance between the two attainment targets and this was observed during the inspection. The School Development Plan outlines further training to improve the standard of teaching and assessment. Lessons provide opportunities for pupils to develop spiritually, morally, socially and culturally. They recognise the relevance of Religious Education in their own lives. Behaviour in lessons is good and pupils are eager to engage with the tasks set. They are happy to talk about what they are learning. Encouragement and praise from their teachers gives pupils the confidence to ask questions and take part in discussion. There are good opportunities to explore the Christian faith in RE, including visits to the parish church to learn about its Anglican tradition. Other major faiths are also taught in RE. Learning is monitored by effective marking, record keeping and governor visits, and strategies to introduce levelling are currently being introduced. RE is seen as a priority subject in the school by the RE coordinator who supports staff in the effective delivery of interesting, varied and ability- matched learning. Plans are in place to forge links with other schools in the UK and abroad which will widen the learners' knowledge and understanding of Christian communities other than their own.

The effectiveness of the leadership and management of the school as a church school are outstanding

The Christian vision of the school is clearly evident in all relevant school documentation and on the web site. All stakeholders speak with confidence of the Christian vision of the school and this is displayed in the entrance and all classrooms. The recent changes in the leadership of the school provided the opportunity for sharing this vision and involving the whole school community in its formulation. Consequently the school's Christian character is very distinctive and effective. The close pastoral and spiritual links with the local parish team ministry are an important aspect of this. The leadership and management of the school have effective monitoring processes in place in the form of well prepared governor visits and the involvement of all stakeholders in the school self-evaluation process. Governors also take an active part in school life by helping to run the wide selection of clubs available to pupils. The head teacher's commitment to his school and his pupils is a key factor in the vision for the school becoming a reality in daily life. In this he is supported by the foundation governors and clergy. He also shares this effectively with his staff who are similarly committed to the Christian ethos of the school. Opportunities for professional development are used to good advantage, providing both training time and spiritual reflection time for staff. Recruitment and induction processes for new staff make clear the Christian character of the school. The school leadership has a clear view of how it sees the school moving forward based on the analysis from the school self-evaluation. There is great enthusiasm and commitment by the leadership and management to ensure the children of this school have every opportunity to grow and develop as mature, knowledgeable, independent and caring people.