



## National Society Statutory Inspection of Anglican Schools Report

### **Pucklechurch Church of England Voluntary Controlled Primary School**

Castle Road  
Pucklechurch  
Bristol  
BS16 9RF

#### **Diocese: Bristol**

Local authority: South Gloucestershire

Dates of inspection: Thursday 24<sup>th</sup> September

Date of last inspection: Monday 11<sup>th</sup> September 2006

School's unique reference number: 109171

Headteacher: Mr David Forrester

Inspector's name and number: Mr David Shears (423)

#### **School context**

Pucklechurch is an average-sized primary school, currently with 273 pupils on roll. Most pupils are white British and very few speak English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is close to the national average. The school has achieved Healthy School status in 2008 and Activemark in 2007. The RE co-ordinator is new to the school, starting in September 2009.

#### **The distinctiveness and effectiveness of Pucklechurch Primary School as a Church of England school are satisfactory**

The leadership and management of this school have worked extremely hard in re-establishing the core values of the school to ensure that it has a distinctively Christian ethos. However, this has been achieved at the end of the previous academic year and so has not had time to have much impact on the school's provision or outcomes for pupils, which is now the next step in the continuing development of this church school.

#### **Established strengths**

- The commitment and vision of the headteacher and foundation governors in creating a Christian ethos.
- Excellent links have been forged with both the Anglican and another Christian church, together with the local community.
- The pastoral care of pupils ensures that they feel well cared for and secure within a supportive family atmosphere.

#### **Focus for development**

- Ensure that the recently updated vision and values of the school impact on the Christian understanding and spiritual development of pupils, evidenced both in the indoor environment and across the curriculum.
- Create a clear planning structure for collective worship which is rigorously monitored and evaluated by staff and governors to bring about further improvements to pupils' understanding of the Christian faith and their spiritual development.
- Establish the role of the foundation governors in monitoring and evaluating collective worship and the impact of RE, and ensure that both parents and pupils have regular opportunities to voice their opinions about the Christian provision in the school.

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

Pupils at this school feel safe and secure within a caring environment that is very good at meeting their pastoral needs. There is a family atmosphere that is readily recognised by parents as being a strength of the school. There is a good focus on the personal, social and health education in the school, and this has a positive impact on pupils' moral and social development. In one lesson, for example, pupils were exploring the importance of not putting others down, when there is a conflict of interests, and they were learning how to negotiate fairly and kindly. There are positive relationships between staff and pupils and the pupils themselves, which support the calm, friendly atmosphere that pervades the school. Pupils are aware of the school's recently established Christian values, although they have not yet had the opportunity to learn about and reflect on these, so as yet there is little impact on their spiritual development. Although there are opportunities for pupils to experience some positive activities that promote spiritual development, particularly in some acts of collective worship and PSHE, these are inconsistent and the lack of planning limits the impact they have. Nevertheless, the local churches support this area of school life through their own planned activities such as holiday clubs and special events. The school has a lovely Garden of Reflection in the school grounds which includes a number of Christian symbols, although pupils are not aware of how this space can be used to reflect upon the spiritual aspect of their lives. The indoor environment, particularly in classrooms, does not reflect the Christian nature of the school through RE displays and reflective questioning. The school is reported to be satisfactory in meeting the academic needs of pupils.

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

Collective worship takes place each day and pupils recognise that it is part of what it means to be a church school. They treat it with respect and behave well. A cross is placed at the front of the hall to signify that they are participating in an act of worship. A wide variety of adults lead worship, including staff and external visitors. These are mostly of a Christian nature. All staff do not attend each act of worship and this can undermine its importance to pupils. Collective worship is planned using Christian values as themes, although not with sufficient detail for the co-ordinator to be able to track how the value is being presented and developed through the term. Pupils have the opportunity to sing and pray together as well as having times of reflection. However, these are not planned carefully enough to secure their personal spiritual development. The quality of collective worship varies significantly. When it is lively and engaging, with pupils actively taking part, then pupils enjoy the experience and remember it with enthusiasm. For example, in the act of worship seen, a powerpoint presentation made a good visual impact on the theme and pupils were given the opportunity to discuss their thoughts and ideas with a partner. Collective worship is not monitored or evaluated rigorously enough by the staff or governors to improve its effectiveness. The church is used well to support the special acts of collective worship through the year such as at Christmas and Easter. Parents are invited to these events as well as class assemblies taken by each year group in turn, where pupils demonstrate what they have learnt in the classroom.

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

Both the headteacher and foundation governors have a clear vision for the school as a distinctive Christian community and they, together with the input of staff, parents, pupils and the local Christian community, have recently produced a vision and values statement which clearly demonstrates this. They have already begun to promote this in school through the core values being displayed around the school, although they have not had the opportunity to explain or explore these with the pupils. This is the next part of the journey for the school, in ensuring that the hard work already put into creating a unified vision impacts on the life of all those involved in the school, including pupils, staff and parents. This needs to be formally monitored and evaluated to secure continued improvements. The school does not routinely ask the parents for their views, although part of the vision process has been to ask a sample of pupils for their thoughts about collective worship. The school has excellent links with two local churches, including the nearest Anglican church. Both leaders are working together to support the school and those that work and learn in it. There is very good communication between the school and the Anglican church, including a church notice board in the school and one for the school in church. Together the two churches look for further opportunities to extend and improve their links with the school so that they give highly effective support. The school is now well placed to work together with these positive partnerships in order to move forward in the Christian distinctiveness of the school and demonstrate a Christian witness to the pupils and staff, their families and the local community in which they serve.