



National Society Statutory Inspection of Anglican Schools Report

The Manor Coalpit Heath Church of England Voluntary Controlled Primary School

Roundways
Coalpit Heath
Bristol
BS36 2LF

Diocese: Bristol

Local authority: South Gloucestershire
Date of inspection: 4 May 2011
Date of last inspection: 12 February 2008
School's unique reference number: 109176
Headteacher: Hilary Eade
Inspector's name and number: Rosemary Bartlett NS 120

School context

The Manor Coalpit Heath Church of England Primary School mainly serves its local village community. There are currently 200 pupils on roll. The number of pupils with special educational needs and/or difficulties is in line with the national average. Most pupils are from white British backgrounds. There is a good balance of established and staff newly appointed to their posts. A new deputy headteacher took up post in September 2010 and the KS1 leader was appointed from within the school. The school site is secure and the grounds and buildings are attractive and well maintained.

The distinctiveness and effectiveness of The Manor Coalpit Heath Primary School as a Church of England school are outstanding.

The distinctiveness and effectiveness of The Manor Church of England School as a church school are outstanding. Clear Christian values are evident in all areas of the school's daily life. Pupils are happy, confident and reflective. The school has good links with the local church and a very effective partnership with parents.

Established strengths

- The Christian vision and leadership of the headteacher
- The clear Christian values at the heart of school life
- The outstanding opportunities for pupils' spiritual development

Focus for development

- Develop the role of governors in the monitoring and evaluating of the school as a church school
- Extend visits to places of worship to reflect the variety of world faiths taught in religious education

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

Christian values are clearly communicated and lived out in the school's daily life. An interactive display board in the hall enables pupils to post up their responses to the values currently being explored. Pupils' contributions currently include: 'I trusted the doctor when I hurt my finger'. Classroom displays such as 'what friendship means' and the 'Care Tree' also reflect these values. One pupil wrote, 'peace is like the wind on a hot summer's day' and

another; 'peace is like lots of ants working together'.

The headteacher and staff team provide consistent role models based on trust, respect and love. This is well reflected in pupils' happiness, confidence and maturity. They feel safe and secure and enjoy contributing to school life through the pupil council, monitors' responsibilities, playground buddies and in other, informal ways. The school has an imaginative, challenging approach to learning through its vibrant curriculum which builds on pupils' own questions and interests. On starting planning for a project on plants, one class recorded pupils' questions: 'Why do some flowers smell?' and 'What do flowers do?' One pupil commented that he enjoyed maths because it was 'a challenge every day'.

In religious education (RE) pupils learn about communities worldwide and about the communities they themselves belong to. During the inspection younger pupils took turns in talking about their community experiences including Brownies and a number of sports clubs. They listened to one another attentively. Older pupils discussed the different faiths represented in the local community and prepared to write letters of invitation for people to speak to the class about their church or group and its involvement with the local community. The school now plans further visits to places of worship to build on learning in the classroom.

Pupils appreciate the school systems which reinforce positive efforts with 'special activities' as well as 'golden time'. They feel heard, as seen when they contributed their ideas for a development of the grounds. As more expensive projects were trimmed down, the outcome was the popular, much used mound and tunnel. The creation of little hides in the bushes came also from pupils.

There are outstanding opportunities for spiritual development. Younger pupils gain a sense of connection with and enjoyment of the natural environment in the 'forest school'. Their involvement and delight is evident as they are able to explore the area freely. Imaginative play flows naturally and they are able to explore, examine and appreciate the wonders of creation. The use of a magnifying glass helps them see the beauty and complexity of a leaf. Their lovely art work, including a bluebell against the tree trunk reflects their appreciation. These early experiences are built on for older pupils on school journeys when they experience the natural world through rock climbing, canoeing and orienteering. Work by older pupils on the symbolism of light; 'What's my light?' showed a sensitive consideration of its application in their own lives.

Pupils' sense of the wider global community is evident in their enthusiasm for supporting many charities such as the Samaritan's Purse Appeal. They showed a particularly heartfelt response to others' suffering on the occasion of the earthquake in Haiti last year. Through a beautiful and simple ritual, involving a map of the island on the floor with coin donations following its contours, in quietness and with a lit candle, each class was able to share their sense of the tragedy.

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

The impact of collective worship is outstanding. Pupils show a clear sense of attentive receptivity and respond readily to the theme; applying it to their own experience as seen in their replies to questions. The impact of collective worship extends beyond the school itself. Parents comment that their children remember worship songs such as Shalom, and sing them at home or going on holiday. They say that their children reflect on Christian values such as trust, which leads to further conversations at home. Daily worship, held in a variety of pupil groupings, is a special time.

Pupils enjoy collective worship and especially the opportunities to enact the story, as seen in the well told and well mimed account of 'The party guests'. Collective worship builds on the experience of those present as when during the inspection all were asked who had watched the royal wedding. They were then invited to use their imaginations; 'How would you feel?' if you had made these preparations and no one came. Pupils and staff clearly enjoyed the well told story. Pupils responded confidently when invited to 'whisper to a friend' what they would do in the circumstances. The sense of a close-knit community was very evident as pupils fed back their responses which included 'I would fire them (i.e. my friends)!' Pupils' tuneful singing of 'The Lord's my shepherd' was well accompanied on the piano by the church

organist. The time for quiet was effectively introduced with the lighting of the candle and a short guided reflection on friendship. Pupils are familiar with the Lord's Prayer. They have a sense of the purpose of prayer, as one pupil said: 'It's like a message to God'. The use of the closing blessing and response contribute well to the sense of worship. All present were invited to reflect on their friendships for the rest of the day.

All teachers lead worship and pupils enjoy the visits from the assembly team and the 'painting lady'. Management of collective worship is outstanding. Termly planning for worship is clear and the popular pupil worship committee has a clear role in its organisation. Weekly monitoring by pupils and feedback from parents inform planning.

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

The Christian vision and leadership of the headteacher is outstanding. Christian values are well communicated and implemented by the whole staff team. The school's changing priorities and high aspirations are well expressed in its mission statement 'Together we rise to the challenge'. There is a real sense of Christian community, or family, in the school. This is reflected in the play time arrangements when pupils of different ages mingle on Family Fridays, their different needs at different ages also being well reflected in the planning.

There are good links with the local church. The vicar supports RE, the church organist regularly plays the piano for school worship and volunteers from the congregation hear pupils' reading. The school is now seeking to further strengthen its church links. There are good links with the diocese and All Saints RE centre is well used for resource materials.

The governors are actively involved in the school's planning for development. Their contribution to monitoring and evaluating of the school as a church school however is less clear. Further training opportunities will clarify this aspect of their work. As 'critical friend' of the school they will be enabled to further support and strengthen the work of the headteacher and staff.

Links with the local community are good. An example of this was seen in the 'community week' when pupils enjoyed hearing from a wide range of local people who came in to speak about how they made the best of their opportunities to develop as adults. Pupils' sense of the wider global community is well developed through RE and through their responses to global events. The school plans to extend further its links with other communities in the UK.

RE is effectively led. The subject leader has a clear sense of the strengths and areas for development in the subject. Within the school's clear programme for curriculum monitoring and development, she enthusiastically supports her colleagues. The areas identified for action at the school's last inspection have been well addressed. The school's partnership with parents is very good and parents speak warmly of the school's clear Christian values.