



## Statutory Inspection of Anglican Schools Report

### **The Manor Church of England Voluntary Controlled Primary School**

Roundways, Coalpit Heath, Bristol, BS36 2LF

#### **Diocese of Bristol**

Local Authority: South Gloucestershire LA

Date of inspection: Tuesday 12 February 2008

Date of last inspection: 2003

School's Unique reference number: 109176

Name of Headteacher: Mrs Hilary Eade

Inspector's name with National Society inspector's number: Dr Alison Primrose (225)

#### **Context**

The Manor Church of England Voluntary Controlled Primary School has 191 pupils on roll, a minority of whom come from long established village families. The children come from predominantly white families, with the pupil mix in the school reflecting the social and ethnic mix of the area. Pupil mobility is quite high, especially in the older year groups.

#### **Summary Judgement**

##### **The distinctiveness and effectiveness of the Manor Primary School as a Church of England school are good.**

Christian values are clearly evident in the school's environment and permeate its daily life. Relationships between all members of the school community are good. The pupils enjoy coming to school, grow in confidence and have good levels of self esteem. Their social and moral development is very good. The school is well positioned to build on its achievements thus far.

#### **Established strengths**

- A well developed, integrated and effective programme of personal, social and moral development.
- A calm and purposeful learning environment for all children.
- Creative and enriching learning environment, particularly for children in the Foundation Stage of learning.

#### **Focus for development**

- Carry out a critical review of the impact of collective worship.
- Identify curriculum opportunities that can provide occasions for spiritual development for all pupils.
- Strengthen further and celebrate the school's Christian commitment and church affiliation and reflect this in the school's development plans.

**The school through its distinctive Christian character meets the needs of all its learners and makes good provision for them.**

Children of all ages enjoy coming to school. They feel secure and valued. The Golden Rules underpin all expectations of pupil behaviour and these are well known and understood. The pupils know that the school has a link with the church, and enjoy the special services that they have there. The pupils take an active role in school development through a school council and their opinions and responses are sought as part of the school's regular self-evaluation. In the classroom the needs of all learners are well met through careful planning and effective use of teaching assistants. Those pupils identified with specific educational needs are well integrated. The RE co-ordinator, recently appointed to the role, is developing a very clear and well-structured approach to RE for the school. The scheme integrates learning about Christianity and other major world faiths, whilst also developing an understanding of faith and spirituality. This is not yet rooted in practice and some opportunities for spiritual development and growth are missed. Through the school there is a clear focus on meeting the needs of the whole child, illustrated by the promotion of healthy eating and active participation in physical education. The introduction of an early morning 'wake up and shake up' is proving popular across the year groups.

**The impact of collective worship on the school community is good.**

There is a clear and coherent plan for collective worship each term, based on Christian values. The development of a distinct theme over a number of weeks has a very positive impact on the pupils who could speak confidently about the current theme of peace and what they had learned. They spoke proudly about their opportunity to identify others as peacemakers and to nominate them for their school 'Nobel Peace Prize' equivalent. The plan for collective worship allows for key stage and class groups, as well as for whole school opportunities. This plan allows the younger children to have occasions of worship more specifically focused on their age and abilities, as reflected in the songs that they chose to sing. Some pupils however could not specifically identify class collective worship as a special time, so there is some inconsistency in provision and opportunity. A team of local church members and the incumbent visit to lead collective worship and the children benefit from the different styles and approaches that they bring. The children enjoy the special services in the church, to which they can invite their parents. They were clearly confident and at ease in the church but there were few opportunities for quiet and reflection. The children lacked confidence in some aspects, for example saying the Lord's prayer together. They joined in the school prayer with more conviction and sung their special school song with energy and enthusiasm.

**The leadership and management of the school as a church school are good.**

The head teacher's vision for the school is built on clear Christian principles and values and these are evident both in the school's documentation and daily practice. The opinions and views of parents and children are sought and their responses analysed and used to inform and improve future practice. Opportunities are taken to build strong links with the church and the wider community. These include the local Methodist church, local cricket club and pensioners group, for whom the children provide and serve a Christmas lunch. The school makes good use of support from the diocese. Pupils in year 6 attend the special cathedral service and some RE teaching is enriched through the use of resources from the diocesan Resource Centre. The majority of parents are happy with the education that their children receive and the active Friends Association raises money to provide further resources for all. Recently this has included the development of the school grounds, which now provide safe areas for work and play, and include both quiet and active spaces. The conservation area has been restored and is now used regularly by the younger children as an integral part of their 'Forest school' experience. Samples of the children's creative work enhance the environment both within and outside of the school building. The Foundation Governors are fully supportive of the school, visiting regularly and helping in a number of ways. They are mindful of their responsibilities to maintain the school's distinctive Christian ethos, though rather cautious in challenging the school to evaluate and improve its effectiveness as a Church of England school.