



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

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

Church Road,  
Frenchay,  
Bristol, BS16 1NB

**Previous SIAS grade: Good**

**Current SIAMS grade: Good**

**Diocese: Bristol**

Local authority: South Gloucestershire

Date of inspection: 8 June 2016

Date of last inspection: 6 April 2011

School's unique reference number: 109178

Headteacher: Sandra Allen

Inspector's name and number: Daphne Spitzer NS No 37

#### **School context**

Frenchay Church of England Primary School is set in the conservation area of Frenchay village on the outskirts of the city of Bristol. It has 125 children on roll arranged in 5 classes. A significant minority of children are from ethnic minority backgrounds and/or other faiths. The numbers of children with special educational needs and/or physical disabilities is in line with the national average. The numbers of children eligible to be in receipt of the pupil premium is below the national average. Over the last two years there has been a significant turnover of staff, governors and clergy.

#### **The distinctiveness and effectiveness of Frenchay VC Primary School as a Church of England school are good**

- The high quality of children's spiritual awareness promoted by the school's distinctive Christian character has a strong impact on the whole life of the school
- The promotion of the school's Christian values, in particular, the value of friendship, has a significant impact on children's academic achievement, personal and spiritual development
- The strong partnership between the church and school communities enhances the school's distinctive Christian character

#### **Areas to improve**

- Increase opportunities for children to actively participate and engage in worship as well as develop their roles in planning and leading so that they develop a greater

understanding and ownership of this important aspect of the school day

- Develop a formalised system of monitoring and evaluating the school's Christian distinctiveness by governors in order to further develop the school's distinctive Christian character

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

The distinctive Christian character of Frenchay Church of England Primary School is outstanding because high quality spiritual experiences underpinned by strong Christian values make an exceptional contribution to the children's learning and personal development. This creates a warm and welcoming inclusive Christian community in which all children are cherished and nurtured as unique individuals. Children enjoy school very much and this has a highly beneficial impact on their attendance as well as their academic achievement. The school community share a highly developed understanding of spirituality. This is evident in the opportunities within the curriculum and the way children talk of the need to respect and accept others 'no matter who they are or what they do'. They recognise the significant impact of the school's core Christian values on their behaviour. For example, they explain their understanding of the values of friendship and service as commitment to others which gives them a strong sense of self belief and self- confidence. As a result, relationships are outstanding between children and at all levels of the school community. Religious education (RE) is very effective in promoting Christian values as well as spirituality. Children have very positive attitudes to the subject because they recognise its role at the heart of the life of the school. For instance, the parable of the Good Samaritan, known to younger children as the kind stranger, was used to good effect to learn about the Christian value of friendship in action. Older children value the emphasis in RE to pose and explore questions in a non- judgemental way. The religious education curriculum actively encourages positive attitudes of acceptance and tolerance towards others, values which underpin British society.

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

Worship is distinctively Christian and of central importance in the daily life of the school. This is due to the very effective way that worship promotes both distinctive Christian values and spirituality. An act of worship on the theme of respect which posed the question which posed the key question 'what can the story of the Roman centurion tell us about valuing differences?' was a good example of the way that these two aspects of worship are closely interlinked. Children say they appreciate the calm quiet setting created by worship which they recognise as being conducive to promoting prayer and reflection. Opportunities for prayer within the school day and personal reflection such as classroom worship areas are good. This is evident from children's comments about the benefits of prayer at a personal level. The role played by the worship group in leading aspects of worship such as prayers and drama is highly regarded by the school. This is partly because they promote the key question of the week and ensure all responses from classes are shared which children acknowledge as deepening their understanding. The change of coloured cloth on the central table is linked to the church's seasons and promotes Anglican practice well: as does the way the school celebrates the major Christian festivals in the adjacent parish church. Children recognise the centrality of Christ in worship and are beginning to develop an understanding of the Trinity from responses said when the three candles are lit. The headteacher coordinates worship in a very effective way. She has identified the need to increase active participation by all children and strategies are now being developed to address this. Her planning is detailed and comprehensive ensuring that the message including that for class worship is consistent throughout the school. Children's views are used very well in the monitoring and evaluation of worship. However governor contributions to this area of school life are not yet established.

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

### **school is good**

The commitment of the headteacher to the school's Christian vision is the driving force at the heart of the school's success and ongoing improvement as a church school. A very effective sustained focus on the development of spiritual awareness is a good example of the progress made by the school since its last inspection. Parents are highly involved in the development of the school's distinctive Christian character and as a result feel fully included in the life of the school. However the role of monitoring and evaluating the school's progress is mainly undertaken by the headteacher and RE subject leader with informal contributions from governors over the recent period. As a result the governors' role is underdeveloped. To some extent, this is due to the recent parish vacancy and that of foundation governor. However, with these positions now having been filled, the governors have identified the need for a proactive group who will support and challenge the church school leadership. The recently appointed vicar has made an excellent start in contributing to the school's Christian distinctiveness and strengthening the existing good parish and school partnership. His 'Elgar and Emmaus' musical dramatization of the Easter story had a significant impact on the school as well as church community. The school's offer of hospitality following school services in church for local parishioners as well as parents ensures both groups are united in their support for the school's distinctive Christian character. Links with the diocese are good. Professional development has been very well chosen and has had a profound impact as seen by the way the school has developed over the recent period. It is also evident in the high priority placed on the subject of RE which is led and taught very well by the same member of staff throughout the school ensuring consistency of approach and ability to meet the needs of all children. The school meets the statutory requirements for RE and collective worship.

SIAMS report June 2016, Frenchay Church of England Voluntary Controlled Primary School, Frenchay,  
BS16 1NB