

## Statutory Inspection of Anglican Schools

### Report

School:	<b>St Philip's Church of England Primary School, Bloomfield Rise, Odd Down, Bath BA2 2BN</b>
Status:	<b>Voluntary Controlled</b>
Diocese:	<b>Bath and Wells</b>
Local Authority:	<b>Bath &amp; North East Somerset</b>
Date of Inspection;	<b>17 September 2008</b>
Date of last Inspection:	<b>21st and 22nd June 2005</b>
School's unique ref. no.	<b>1109152</b>
Name of Head teacher:	<b>Mr Andy Joy</b>
Chair of Governors:	<b>Revd John Coe</b>
Inspector's name & NS no:	<b>Mrs Jacqueline Waters-Dewhurst - 80</b>

### School Context

St Philip's Church of England Primary School is situated on the outskirts of Bath. There are 267 pupils on roll. The school is made up of 10 classes with single aged classes in KS2 and some mixed aged classes in KS1. The school has an above average proportion of pupils with learning difficulties and/or disabilities. The Parish church of St Philip's and St James' is immediately adjacent to the school.

### Summary Judgement

#### **The distinctiveness and effectiveness of St Philip's Primary school is good**

The school is a good church school. Parents and Ofsted inspectors comment on the strong Christian ethos. Parent questionnaires detail the care and friendliness of the staff, and pupils understand the nature of the school as a church school. The strong Christian vision statement is lived out within the life of the school and the head "gives integrity to gospel values" as do other members of staff. Strong

links between the parish church and the school are strengthened by members of staff who regularly worship there.

### **Established Strengths**

- The strong sense of teamwork within the staff, ensuring that every member of the school community is valued
- The Christian vision of the head, governors and leadership team
- The positive impact of the church/school partnership on both communities

### **Focus for development**

- To form a more strategic view of church school development, based on self-evaluation.
- To establish a procedure for collecting and evaluating evidence of the impact of collective worship on the lives of the pupils.
- To allow pupils further opportunity for personal reflection, both in collective worship and through the schools environment.

### **The school, through its distinctive Christian character, is good in the way it meets the needs of all learners**

Relationships within the school are excellent. All staff members are valued and work as a successful and caring team. This acts as an excellent model for pupils who enjoy very positive relationships with each other and with all staff, including lunch time and support staff. There is a system of trained buddies with KS2 children helping those in KS1 at lunchtimes. Adults model living and working together in community and coping with the ups and downs of life. Children are presented with Headteacher Awards and housepoints for good behaviour, work and attitudes that reflect the values of the school. Their photos are displayed in the corridor and on the website. Pupils' opinions are sought and acted upon. Pupil questionnaires showing that RE was not popular have been responded to, and pupils have noted an improvement, with less emphasis on writing. This was observed in a Y6 RE lesson where pupils were encouraged to think and discuss. A wide range of extra-curricular activities are provided including a newly formed and very successful Blues Band. The recent Eisteddfod gave opportunities for pupils to perform and raise self esteem. Pupils remembered and commented on the performances of others. Learners recognise the symbols around the school and show understanding and pride in the Christian art work and sculpture. The school has an area in the playground where children can sit quietly and is planning a 'reflection room' in conjunction with the Special Educational Needs coordinator and Educational Psychologist. The school should now think about further developing the school environment to include more areas for children to have opportunity for 'awe and wonder' or reflection.

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

Pupils enjoy Collective Worship, especially the singing. The meaning of songs and prayers are explained to them and stories are applied to their own lives. Acts of collective worship enhance pupil's sense of belonging and of being valued. Pupils are very willing and able to discuss their own beliefs and doubts and this is handled in a respectful and sensitive way. Older pupils were observed accepting the varying beliefs held by younger pupils. Pupils engage readily with big faith questions; "Sometimes I think – who made the world?" and see collective worship as an important part of school life, understanding the importance that it holds for the head teacher. They readily and respectfully discussed their views about prayer, feeling that they would like to have choice whether or not to add their own amen to each prayer. Pupils enjoy the visitors who lead worship, especially the local clergy, but sometimes feel that they do not have sufficient opportunity to sit and concentrate, think, reflect or pray. Pupils reflect upon the messages they hear, and a collective worship about the homeless resulted in children bringing in clothes for the Genesis project, providing furniture for homeless people in Bath. Services at the church are very popular with pupils and parents alike and services are very well attended. They are seen as a valuable opportunity to bring school, church and community together.

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

The headteacher and governors have a very strong Christian vision for the school, which is shared effectively with the whole school community. It is based on valuing individuals; pupils, teaching and non teaching staff, and leads to a strong sense of 'team' which is expressed by all stake holders. This vision is successfully communicated to those outside of the school community and the school has a local reputation for having a caring Christian ethos. The staff-meeting programme and School Development Plan reflect the schools Christian foundation. As part of the INSET programme staff have discussed morality, based on the Ten Commandments. Church/school links are good. Church members are regular visitors to the school; leading collective worship, supporting in the classroom and holding a school prayer group in the school. The church also publicises school events and allows the school the use of the church building. The church uses the school building on a Sunday morning and there is a joint link with a village in India which has led to joint fund raising and visits. This partnership strengthens both church and school and reaches out further to impact on the community. The new RE coordinator has accurately assessed RE within the school and has curriculum leadership time set aside to implement a strategy for improvement, including ensuring that RE receives 5% of curriculum time. Teaching staff have received opportunities for Continuing Professional Development, with many having attended Diocesan courses. An INSET day on Christian distinctiveness is booked with Diocesan Advisors. The head, governors and leadership team of the school have the capacity and ability to improve further.

*This inspection was carried out on behalf of the Diocese of Bath & Wells in whose area the school is set, in accordance with Section 48 of the Education Act 2005. The inspection framework used is that established by The National Society of the Church of England for the denominational inspection of church schools for all dioceses in England and Wales.*

*Your comments or complaints should be addressed to the Education Department, The Diocese of Bath & Wells, The Old Deanery, Wells, Somerset BA5 2UG. Further information about inspection of church schools can be obtained from the National*