

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Frampton Cotterell Church of England Voluntary Controlled Primary School

Rectory Road, Frampton Cotterell, Bristol. BS36 2BT

Current SIAMS inspection grade	Outstanding
Diocese	Bristol
Previous SIAMS inspection grade	Outstanding
Local authority	South Gloucestershire
Date of inspection	3 July 2017
Date of last inspection	5 July 2012
Type of school and unique reference number	109160
Headteacher	Rosie Brydon
Inspector's name and number	David Shears (423)

School context

Frampton Cotterell CE (VC) Primary School is a larger than average sized school with 295 pupils on roll from Reception to Year 6. The proportion of pupils who have special educational needs is below average as is the proportion of pupils who are eligible for free school meals. The headteacher is leaving her post in August 2017 and the current deputy headteacher has been appointed as the new headteacher from September 2017. The current religious education (RE) leader was appointed to her role in September 2016. The rector took up his appointment in January 2017.

The distinctiveness and effectiveness of Frampton Cotterell Primary as a Church of England school are outstanding

- School leaders have a clear vision for the school's Christian distinctiveness which is consistently shared and promoted well by all staff.
- Pupils have a very clear understanding of the school's distinctively Christian values which are embedded throughout all aspects of school life.
- Christian values are modelled well by all adults in the school and consequently pupils naturally follow their lead and are becoming thoughtful pupils who behave well and are considerate to others.
- Collective worship is highly effective in enabling pupils to explore the Christian faith and demonstrating how this impacts on the lives of Christians.
- The on-going professional development of staff in enriching the Christian character of the school is effective, demonstrated by the successful development of future leaders.
- The school's accurate self-evaluation means that it is constantly looking to develop further and become even more effective in the development of the school's Christian character.

Areas to improve

- Develop pupils' understanding of spirituality by rooting their discussions and experiences in biblical teaching.
- Provide regular opportunities for pupils to develop their experience of prayer as a spontaneous response to their own reflections and the needs of others.
- Identify effective strategies for foundation governors to monitor and evaluate the school's Christian distinctiveness, including the provision and impact of collective worship and RE so that they are able to play a full part in the development of the school.

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

Pupils are immersed in the Christian ethos of the school that both nurture and develop them as individuals. Staff model the school's Christian values well and so pupils feel cared for and listened to. Parents speak warmly of the 'family feel' of the school and how they are included within the school community. Pupils are encouraged to work hard in lessons in all subjects and as a result they make good progress in their learning and achieve well. The school's Christian values are fully explored and have a significant impact on pupils' behaviour and attitudes. This is a key contributor to their excellent social development. Pupils have opportunities to explore 'big questions' and are able to discuss moral issues of 'right and wrong' which supports their moral development effectively. Religious education contributes well to pupils' cultural development and, in particular, the exploration of other faiths. A day dedicated to the exploration of Islam has had a positive impact on pupils' attitudes towards Muslims and the school is now considering how best to follow this good work in order for pupils to continue to deepen their understanding of this faith. During the current school year staff have been developing a shared understanding of spirituality and have identified a resource that is enabling pupils to understand this better. Pupils explore their spiritual development through collective worship and RE as well as across the wider curriculum. This is having a demonstrable impact in their growing self-esteem and confidence as children who are loved by God. Pupils enjoy having times to reflect and these are often linked back well to the school's Christian values. However, pupils do not always have enough opportunities to explore the Bible for themselves to find out the Christian response to particular issues. The school has recently spent a day exploring how Christianity is a world-wide faith that includes people from a wide range of cultures and pupils are able to share their thoughts about this. Because pupils feel safe to share their feelings in school, they are honest in their opinions. Although some would say that they are not Christians at the moment they value the opportunities to explore and understand the Christian faith so that they can 'make big choices' when they are older. Religious education provides good opportunities to do this, making a significant contribution to the personal development of pupils.

The impact of collective worship on the school community is outstanding

Pupils recognise the importance of collective worship as a church school and enjoy the experience. This is where the school's values are explored in depth in a structured way that enables pupils to see how they are lived out by others, to reflect on their own lifestyle and to consider making changes that will enable them to demonstrate the value in their own lives. Bible stories are often used to illustrate these values and pupils remember these well. Pupils are conversant with some liturgy that describes the Trinity. They have a very clear understanding of God as Father and Jesus as the Son. They also have an understanding of the Holy Spirit albeit in less depth. The school exposes pupils to different styles of worship and their evaluations show clearly that each one is appreciated by different pupils. Consequently, pupils engage well in collective worship, particularly when they are able to discuss their thoughts with their peers. This helps them to formulate and adjust their own view. Pupils who demonstrate the values are identified by other pupils and staff and this is celebrated weekly. Collective worship is always distinctively Christian and includes opportunities for pupils to praise God through singing and enjoy acts of worship that focus on this aspect. One teacher expressed his enjoyment of sung worship saying that it is 'wholehearted and meaningful' and promotes a sense of unity in the school community. Other teachers also expressed their enjoyment of worship because it provides them with a special time in which to reflect. A worship team is firmly established and these pupils have the chance to regularly lead worship for other pupils. They are supported well by the leader for collective worship who has provided a clear structure for them to use as a planning tool. All pupils participate in leading worship as a class to which parents are invited and this is enjoyed by all. Pupils enjoy services in church when they celebrate key Christian festivals. They see prayer as an important part of collective worship and are sometimes involved in writing their own prayers. They are also encouraged to visit a prayer display where they select a particular bead that represents the type of prayer they want to pray. For example a 'sorry' prayer is a transparent bead because it 'makes you clean again'. There are other places where pupils pray or reflect and both the peace club and the newly developed peace garden are good examples of this. However, pupils have fewer opportunities to pray spontaneously in response to their own or others circumstances. Pupils are asked for their views on collective worship and these are taken into account along with the views of staff when considering further actions for improvement.

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

The clarity of the school's distinctively Christian school is excellent. This is led exceptionally well by the senior school leaders and is shared by all staff, resulting in a unified experience for pupils and parents. Each member of staff and each pupil are treated as an individual and consequently relationships are very strong. The Christian character of the school is made explicit on the school's website and school policies reflect the school's Christian values. For example the behaviour policy talks about showing forgiveness to others and giving pupils a fresh start. The self-evaluation of the school is accurate and, although the school is outstanding, leaders are keen to continue developing and improving the provision for pupils. The governing body and, in particular, the foundation governors give good support to the school and are keen to continue to develop its Christian character. While there has been some monitoring of this by governors, this is not yet systematic and so the impact is not as strong. Two of the three foundation governors are relatively new to their role and have not yet undertaken training in how to monitor and evaluate effectively. The foundation governors are not involved regularly enough in the evaluation of the school's Christian distinctiveness. The school's curriculum is well planned and Christian values continue to be explored in a wide variety of subjects. Consequently pupils' understanding of these values and the impact on their personal development and well-being is embedded throughout the school. Links with parents are strong. They talk about how staff give much support to pupils and also extend this to parents as part of the school community. The views of parents are regularly sought and any comments are taken into account when planning for the future. The overall results of the latest parental survey demonstrate a high level of parental satisfaction with the school and in particular, its Christian character. Links with the local Anglican church are secure and the new rector is continuing to strengthen effective links with the school. There are some helpful links with other local churches and the school has identified the need to use these more fully so that pupils have a deep understanding of how different churches worship and what unifies them. The new leader for RE has made an excellent start to her role in introducing the new scheme of work for RE and preparing for the new South Gloucestershire syllabus. She has already gained the trust and respect of all staff and is starting to monitor and evaluate the provision in RE. Training has been given to all staff in different aspects of the school's provision such as the teaching of the new RE scheme of work and leading collective worship. Leaders have made strategic plans for future capacity in leadership. For example, parents are well aware of the change of headteacher in September and have full confidence in the current deputy headteacher in continuing to build on the school's current success.

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