



National Society Statutory Inspection of Anglican Schools Report

Frampton Cotterell Church of England Voluntary Controlled Primary School

Rectory Road
Frampton Cotterell
Bristol
BS36 2BT

Diocese:	Bristol
Local authority:	South Gloucestershire
Dates of inspection:	5 th July 2012
Date of last inspection:	9 th December 2008
School's unique reference number:	109160
Headteacher:	Mrs Rosie Brydon
Inspector's name and number:	Mrs Daphne Spitzer NS37

School context

Frampton Cotterell Church of England Primary School serves the large village of Frampton Cotterell which is located several miles north of Bristol. There are 266 children on roll. The majority of children are from white British heritage families. The number of children with learning difficulties and/or physical disabilities is lower than the national average. Since the last inspection a new headteacher has been appointed.

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

Christian values are recognised, celebrated and fully embedded in daily life at Frampton Cotterell Church of England Primary School: a community that unashamedly proclaims the roots of its ethos in Christian teaching. This makes a profound difference to the life of the school and creates an environment where children are valued as individuals and whose talents are given every opportunity to flourish.

Established strengths

- Exceptionally harmonious relationships built on the school's core Christian values
- The headteacher and governors who have a real passion for, and commitment to, the development of the school's distinctive Christian character
- Outstanding partnership between church, school, parents and governors
- High quality of spiritual awareness promoted through collective worship and embedded throughout the daily life of the school

Focus for development

- Involve children to a greater extent in planning, leading and evaluating collective worship
- Include the parents in monitoring and evaluating the school as a church school
- Create a space inside the building or in the school grounds for quiet reflection

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

Frampton Cotterell Church of England Primary School is a warm, happy Christian community where all feel highly valued and special. A very effective recent review of the

school's Christian mission has significantly raised the profile of the seven core Christian values of perseverance, forgiveness, friendship, justice, hope, thankfulness and service among all members of the school community. Children say that these values, which are explicitly linked to Christ's teaching or to Bible stories, are important in providing guidance in their lives. Exceptionally good relationships are the key to the success of the school. Children are very caring and supportive of one another. They believe that the value of friendship is very important because Jesus was a friend to his disciples. A child said that at Frampton Cotterell 'everyone is a friend'. They also understand that the Christian value of forgiveness is essential in resolving disagreements. The school's 'Values Book' is used very effectively to affirm these values when they are demonstrated by other children. The way that values are embedded is also evident in the comment by a child who said 'each day you do all of them'. There are many opportunities for children to become responsible citizens because this is seen as an expression of the value of service and enables children to have a strong voice and feel valued. This was evident when children raised money for two charities recently and then requested that it was all donated to the less well known one. The Eco Warriors take their role in the school grounds very seriously because, as one said, they want to keep the natural world 'as God intended'. Spiritual development is integral to the daily life of school and is a strength. Children talk openly about faith and prayer in their lives in an atmosphere of total trust. This is reflected in the use made of the interactive coloured beads: four different types of prayer which are displayed on the reflection table in the hall. The spiritual life of the school is also enhanced considerably by the role of the worship team who meet each week with the headteacher to pray using prayers placed in the school's prayer box. Spiritual awareness is also promoted highly effectively by religious education (RE). This is evident in the posters from the 'Where is God?' topic displayed in classrooms and around school and which provoked deep thinking and strong beliefs on the part of individuals. RE lessons are enjoyable because they involve very interactive activities such as the enactment of a Jewish wedding observed in one of the younger classes. High quality collaborative group activities, such as the one observed in an older class where children were analysing the qualities of a good leader, also lead to good learning. Children believe RE is a relevant subject because as a child said 'if you know other people's customs you can understand them'. The school environment is used very effectively to promote spiritual development. This is reflected in the large values banners and children's posters from the recent values art competition displayed around school. However as yet there is no dedicated area within school or in the school grounds to promote quiet reflection.

The impact of collective worship on the school community is outstanding

Collective worship is central to the daily life of Frampton Cotterell Church School. This is evident in the form of liturgy used in class worship when the children say 'Jesus is at the centre of our school'. Collective worship is also very important because it explicitly promotes Christian values. The theme for worship on the day of the inspection was justice, one of the school's core values, and its relevance was clearly understood due to the engaging and highly effective way it was led by the headteacher. She used the school's worship team to illustrate, in role play, one of Christ's parables which told a story of injustice. Points for reflection were used very well throughout the narrative to ensure the children were able to empathise with the main characters. The value of forgiveness, a key message of the parable, was explicitly linked to the Lord's Prayer and its relevance to everyday life. Opportunities provided in worship to understand Anglican practice are outstanding. This is evident in the simple liturgy used in the 'out of the box' class worship as well as the various school services in church for special occasions and major Christian festivals. Another way that the school demonstrates the importance of worship is the way it uses the first church school service in September to mark the beginning of the school's academic year. The school celebrates major Christian festivals in church or in school and the contribution of the church assembly team is very effective in contributing to children's understanding of Anglican practice. Collective worship contributes extremely well to spiritual development. The school song, specially based on the school's values and its Christian ethos together with the uplifting singing of the large school choir at the end of worship observed, promoted spiritual growth very effectively. A time of quiet for guided reflection and prayer is embedded. All staff lead and attend worship and there are a variety of settings and forms ensuring it is inclusive and meets the needs of all children.

Children are actively engaged during worship whether for example, in drama or reading prayers. However, it is not yet practice for children to plan, lead or evaluate worship on a regular basis. Governors attend worship at frequent intervals to monitor and evaluate worship and have an excellent understanding of its impact on the school.

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

The inspirational leadership of the headteacher, together with the governing body, in raising the school's distinctive Christian character, has had a significant impact. Under their strong leadership, the Christian vision has been made explicit and shared with the whole school community. Since the last inspection, a Christian vision statement with a set of core values has been agreed. The leadership of the headteacher in providing direction for the school's distinctive Christian character is outstanding. Parents say that they are aware of the way that the school's values are promoted very well and how their children enjoy helping others. In particular, they notice how much the value of friendship is embedded in school life. They also say that children enjoy the subject of RE and how often their learning leads to stimulating discussions at home. The governors monitor and evaluate the school's progress of the school's distinctive Christian character in a rigorous manner. The current strategic plan for the development for spiritual awareness has been very effective. Foundation governors are well known to the children, by being frequent visitors to school and through their roles such as part of the Assembly Team or a parent. The governors' strong connections with the church have brought explicit benefits to the school. For instance, this is evident in the way a new governor, who is the church choir master, also now teaches some of the children in the school choir when they sing in the church services. The priest who leads the monthly family services in the local church is also very well known to the children, visits school regularly and is involved with the children on Sundays. The school's partnership with the church has grown tremendously over the last few years and is exceptionally strong. This is reflected in the school's presence in church joining the congregation at regular intervals, as well as special occasions such as Mothering Sunday and Education Sunday. Parents value these strong links as well as the way they are encouraged to be involved in the life of the school. As yet however their views are not included in the school leadership's monitoring and evaluation process. RE is exceptionally well led and managed by an enthusiastic teacher. She has not only raised standards in RE but also ensured that the subject is at the heart of the school curriculum. For instance, she has introduced Bible stories as resources for current literacy strategies which in turn are linked to the school's values. The school has good links with the diocese and training for professional is used very well. Partnerships are strong at all levels. The school's links with the local community are good and plans for links with an overseas school in Kenya are being developed.

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