

Olveston Church of England Voluntary Controlled Primary School

Elberton Road,
Olveston,
Bristol.
BS35 4DB

Diocese:

Local authority: South Gloucestershire
Dates of inspection: 8th February 2011
Date of last inspection: 9th July 2008
School's unique reference number: 109170
Headteacher: Miss Faye Bertham
Inspector's name and number: Mrs Patricia Morris 626

School context

Olveston is an average sized primary school with 204 children on roll. The school serves a rural community with children attending from the village and the surrounding area. The majority of children are from white British origin. The number of children with learning difficulties and/or disabilities is below the national average.

The distinctiveness and effectiveness of Olveston Primary School as a Church of England school are outstanding

Olveston is an outstanding church school firmly underpinned by Christian values which permeate the whole school. The impact of these values is evident in the strong, caring relationships and the way in which children's spiritual development is nurtured.

Established strengths

- The outstanding quality of leadership offered by the headteacher.
- The quality of the creative curriculum which positively impacts on the spiritual, moral, social and cultural development of the children.
- The high quality of relationships within the school environment.

Focus for development

- Develop the children's understanding and recognition of Anglican traditions.
- Develop the role of the governors in the school's processes for self evaluation.

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

The school has a caring Christian ethos and is highly effective in nurturing the development and meeting the needs of the children. This is evident from the outstanding opportunities given to each child, through the creative curriculum, to learn in ways which suit them best. Systems are in place to award each child's achievements and to celebrate success. For example, the value systems enable children to thrive in a secure atmosphere where they are recognised as unique individuals. As one child stated, 'If you've done something really good, the teachers identify it.' Children's good spiritual development is enhanced through the creative curriculum and is successfully nurtured within Christian principles resulting in very good relationships between the members of the school community. There are many examples of excellent co-operation and collaboration between children, the church and the community. For example, the school strongly supported the church initiative to purchase mosquito nets for Sierra Leone and links with the Ugandan Diocese are contributing to building relationships with the wider community. Governors stated that 'leadership has developed a welcoming atmosphere in school and embraced community events'. These are a strength of the school, making it a special place where people care and value each other.

Pupil voice is strong with opinions being listened to and acted upon such as water fountains being established around the school. This has a positive effect on the school environment. School documentation is very clear in the promotion of its Christian foundation. The displays around the school are an excellent example of the school's distinctive ethos. For example, the 'Tree of Appreciation' in the hall, where children's achievements are celebrated, is regarded as an important part of school life. The reflection area where children can use pebbles to represent worries is regularly used by the children. Reception children offered some excellent ideas, in a class discussion about worries, confidently stating that they could 'tell God about them'. Older children in Year 3 were thinking of Jesus as a leader and offered thoughtful comments such as 'Jesus sacrificed himself instead of his friends'. The impact of this is that children feel secure in an environment where they can offer opinions knowing they are valued. Christian signs and symbols are apparent throughout the school with crosses in classrooms, the quilted Angel of Olveston in the hall and the friendship tiles, all of which the children talked about with enthusiasm and respect. Observations confirmed the accuracy of the school's self-evaluation judgements about the quality of provision across the school.

The impact of collective worship on the school community is outstanding

Daily worship is central to the life of the school and underpins the school's Christian ethos. Worship is carefully planned with all stakeholders being involved and based around the 'Values for Life' themes as well as being well linked to social and emotional aspects of learning. Each day takes a different form of worship. This includes worship being led by the vicar, with a regular monthly visit to the church, celebrations and praise assemblies. Children engage enthusiastically in worship. For example, during Talent Tuesday, the children enjoyed opportunities to share in each other's achievements both inside and outside of school. Children listened and responded appreciatively to the celebration of the Chinese New Year, through dance and song, by the reception class. The act of worship observed very effectively reinforced the weekly value of 'Trust' by exploring how it could make an impact on individuals and on the life of the school. The children's singing created a feeling of fellowship. Prayer plays an important part in the school day and is said at lunch times and at the end of the day in some classes. Friendship prayers were written and read by the children in worship and there was an opportunity for reflection on God's gifts before saying The Lord's Prayer. Children stated that they enjoy being involved in worship and having visiting speakers. They particularly enjoy worshipping in church as they felt 'closer to God'. This makes an impact on the care and respect that the children show for the church and the school community. Worship is effectively monitored by governors and the Worship Council enables the children to have opportunities to contribute through taking part in drama or preparing the hall, giving them a sense of ownership. Parents feel welcomed and included in collective worship and state that children sing songs and talk about the different assembly times at home. Children experience and are familiar with some Anglican traditions but could not talk about Anglican practices. They could recall important Christian festivals and how they are celebrated. A formal system of evaluation is in place which shapes future planning.

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

The headteacher provides exceptionally effective leadership and is well supported by staff and governors. She is a driving force and gives excellent support to staff and children with the aim of increasing self esteem and Christian values. The consistent understanding and successful implementation of the Christian vision for the school is evident in the clarity with which values are articulated by all members of the school community. Governors are extremely supportive and knowledgeable. They believe that the headteacher's enthusiasm has had a positive effect within the school community encouraging people to explore issues of faith and belief. Governors are enthusiastic about developing their role in the school's improvement and appropriately challenge through involvement with the middle leadership team. Issues that have been identified for development are being consistently addressed. The excellent collaboration between the school, the church and local community has resulted in a shared vision where children are given the opportunity to flourish and succeed. Staff are very well supported and challenged. There is an annual reflection day for the senior management team. The religious education (RE) co-ordinator has worked hard to successfully embed RE into the creative curriculum to ensure that learning is relevant, interesting and challenging. There are clear assessments in place in RE and a monitoring

cycle for the observation of lessons. Children are enthusiastic and have positive attitudes to lessons. They respond confidently to questions and reflect on their learning to develop their beliefs. Parents have a good understanding of the impact of the school's Christian character on the lives of their children and speak very positively about it. They recognise that Christian values enrich attitudes and behaviour within the school community. High quality relationships exist throughout the school resulting in children who feel secure and highly valued as individuals. Children state that their school is a nice place to be with good teachers and where they gain more confidence as they travel up the school. The school's processes for self evaluation are very secure in identifying further opportunities for spiritual growth within the school's successful creative curriculum.

SIAS report February 2011 Olveston CEVC Primary School, Olveston, Bristol. BS35 4DB