



National Society Statutory Inspection of Anglican Schools Report

Warberry Church of England Foundation Primary School

Cedars Road
Torquay
Devon
TQ1 1SB

Diocese: Exeter

Local authority: Torbay
Dates of inspection: 4th June 2008
Date of last inspection: 8/9 February 2005
School's unique reference number: 113403
Headteacher: Mrs Rhona Griffin
Inspector's name and number: Mr Andrew Rickett 201

School context

Warberry is a larger than average primary school with 364 children taught in 12 class groups. The socio-economic background of the children is not favourable and mobility is high. The majority of children come from a white British heritage. The number of children with learning difficulties or disabilities is above the national average. The school has recently changed its category to foundation status.

The distinctiveness and effectiveness of Warberry as a Church of England school are good

Warberry is a school that takes its Christian status seriously and is committed towards enhancing its aims so that they reflect the distinctiveness of the new status of the school. Christian values underpin relationships and this has created an environment in which children have opportunities to reach their potential in both their learning and their personal development.

Established strengths

- The children's appreciation of the Christian ethos.
- The excellent quality of care for each other.
- The clear vision with which the headteacher leads the school.

Focus for development

- Engage the school community in a review of the school's aims to reflect the recently acquired foundation status.
- Review the pattern of collective worship to identify further opportunities for whole school acts of worship.
- Involve children in the evaluation of the impact of the content of collective worship.

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

The special quality of the school is that children recognise and greatly value the school's ethos and appreciate that Christian principles lie at the root of the school's character. Because they belong to a church school children can express how they know that God loves each of them no matter what. As one child explained, "God cares for everyone even if you have done many things wrong and that is what is good about this school." Children understand that forgiveness is real and that they can have a fresh start without recrimination. This gives them very positive attitudes towards the school and makes a significant contribution to the level of enjoyment in their learning. This was seen in RE lessons where children approached their work with enthusiasm and a sincere desire to know and understand more about faith and beliefs. Teaching and learning is very good and this is a reflection of the very good care that teachers take to ensure that lessons are well planned and accessible to all children. Because of this, all children make very good progress both in their subject knowledge and their ability to reflect upon what they have learnt and apply it to their own ideas and opinions. Children have many opportunities to explore and express their beliefs and are encouraged to reflect on their personal spirituality which is supported by skilful questioning from teachers and inspires children to think even more deeply about some difficult concepts. The children's spiritual development generally is very good and the school has ensured that this is a major strand that runs throughout the whole curriculum. The recent successful introduction of a youth worker from the local church to support older children as they transfer to secondary school is a very exciting example of the care the school gives to the personal and spiritual welfare of its children. Children are very respectful towards each other as they share their opinions and this creates a climate where they feel comfortable and at ease in sharing their thoughts openly with each other. Children feel very safe in school and trust that adults, such as the Special Needs Coordinator, will support them in times of need.

The impact of collective worship on the school community is good

The school uses the Diocesan programme for worship and enjoys using it because it has given collective worship a clear framework which the school has successfully adapted to reflect the school's distinctive character. The programme also has an impact on the delivery of acts of worship because the clear structure, together with the extra resources to support it provided by the two Worship Coordinators, means that it gives confidence to all members of staff to lead collective worship themselves. This is a contributing factor in giving acts of worship its high profile in the life of the school. Worship is effective because it is accessible to children of all ages. This careful planning is reflected in the weekly pattern of collective worship and includes many opportunities for it to be based in either classes or key stage groups. These smaller groups allow for a more intimate atmosphere in which children can explore the worship theme at an appropriate level for their age. For example, Reception children felt confident to express their ideas in the familiar setting of their own classroom. There are fewer opportunities for the whole school to worship together on a regular basis and the school considers that worship in smaller groups is more effective. A review of how worship is delivered may identify further opportunities for more regular whole school acts of worship. The whole school does come together for special services held in the local church to celebrate major Christian festivals. These occasions are greatly enjoyed by the whole school community and help to reinforce the importance of these special times in the Christian year. Effective weekly evaluations by all teachers ensure that the Worship Coordinators monitor the delivery of collective worship. Involvement of children in this evaluation process will help to identify their understanding of the messages given in worship and its impact on their daily lives. Children have a very good understanding of prayer. Older children explain with maturity that you can talk to God as a friend and that He will listen to you whoever you are or whatever you have done. Children with a faith and those with none appreciate the

opportunities to be still and reflect on the theme. The children respond well to prayer and moments of calm by showing an appropriate respect and reverence. They say that a candle helps them to focus when they do this. The children's singing gives worship a spiritual uplift because their response to the words of the song creates a special atmosphere.

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

The headteacher feels passionately that the school's Christian character makes a difference to the lives of the children. She is very effective in leading the school community in realising this vision. Her philosophy for how this can be achieved is based on the belief that every individual is valued and that their spirituality needs to be nurtured. This is reflected in the way that she models the school's values and can be seen in the very high quality of care among adults in school for the welfare of the children. Governors are fully supportive of the school's Christian ethos and are committed to enhancing its impact. This is evident in their eagerness to lead the school community in a review of its aims so that they become central to the life of the school and more closely reflect the distinctive Christian ethos. This has already been identified as a priority for development following the recent change in the school's status. Foundation governors make a very valuable contribution to the governing body through their involvement with the school's spiritual life as well as playing a key role in maintaining the excellent links with the local church community. The vicar is a major part of school life and his weekly acts of worship are regarded as an important part of what defines the school's Christian ethos. The school has a thriving relationship with the local church community from which they gain a mutual benefit. For example, the school choir makes regular contributions to church services and these are seen as important times because they help to raise the school's profile within the church community. The RE Coordinator has a good grasp of the syllabus which she has successfully adapted into a two year programme that ensures all children receive a good balance between the study of Christianity as well as other faiths. An effective assessment system accurately monitors children's progress. The RE Coordinator has clearly identified what needs to be done to take the subject forward and ensures that RE has a high profile within the school curriculum. Parents are very positive about the school's Christian character and say that it is reflected in the care that teachers take to give children opportunities to reach their potential. They have a great respect for the headteacher who they say embodies the Christian principles that form the basis of the school's ethos.

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