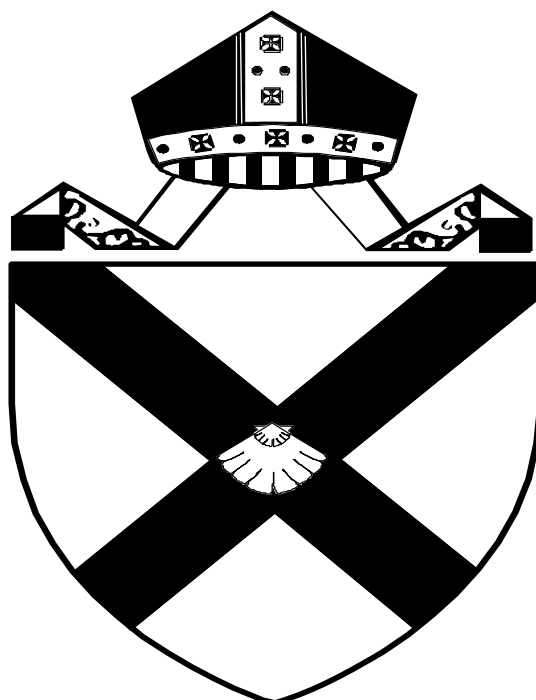


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2011



**Watringbury Church of England
Primary School**

147, Bow Road, Watringbury, Maidstone
Kent ME18 5EA

Voluntary Controlled

Kent LA

Unique Reference No: 118632

Head Teacher: Noreen Vinall

Chair of Governors: Mrs Anita Hanley

Incumbent: Rev. James Brown

Inspector: Jan Thompson N.S.N0 92

Inspection: 14th February 2011

SUMMARY JUDGEMENT

How distinctive and effective is the school as a Church of England school?

Wateringbury Church of England Primary School is a good Church school where everyone is working together to fulfil their Christian vision for the school.

Overall Grade 2: GOOD

SCHOOL CONTEXT

Wateringbury is a Voluntary Controlled Church of England primary school and is at full capacity with 242 pupils on roll. Most are White British and live locally. Approximately 30% of pupils come from worshipping Church families and there are a few from other faiths. The Religious Education subject leader and the Worship Co-ordinator have changed since the last inspection only two and a half years ago. There is also a new chair of governors. The school has recently been judged by Ofsted to be satisfactory with some good features.

ESTABLISHED STRENGTHS

- The strong Christian vision and leadership of the headteacher, Vicar and Religious Education (RE) subject leader.
- The strong sense of Christian teamwork and purpose amongst staff and governors.
- The excellent partnership with the parish church.

FOCUS FOR DEVELOPMENT

- Form a worship committee, including pupil representatives, to develop Collective Worship.
- Adopt a Christian scheme for school worship with an Anglican influence.
- Make use of interactive resources for spiritual development, such as those available for the celebration of Pentecost and Easter.

How well does the school, through its distinctive Christian character, meet the needs of all learners? Grade 2: GOOD

Wateringbury is a friendly, welcoming Christian community, based on Christian values such as compassion, forgiveness and respect for all. Parents describe the school as a 'Christian family' where everyone is cared for. Relationships are good at all levels throughout the school and pupils behave well. RE and Collective Worship contribute well to pupils' spiritual, moral and social development. Pupils enjoy RE because it is made relevant to their own lives, whatever their personal beliefs. They have a good knowledge and understanding of Christianity and use religious vocabulary well. They like learning about other religions than Christianity because they recognise the importance of understanding how other people think and feel. Pupils show concern for others by raising money for charities, which they sometimes initiate. All pupils have time for reflection during the school day and particularly appreciate the prayers in their classrooms at the end of the day. The environment is generally well used for spiritual development. Every classroom has a prayer corner which is used as the focus for class prayers. They include prayer-boxes, which some pupils find helpful. More effective is a striking interactive Christian display in the entrance hall that is used by both pupils and adults. At the time of the inspection it was based on a quotation from Proverbs, encouraging people in good works. A Christian wall-mural has also recently been unveiled in the hall as a focus for worship. This was the culmination of work by staff, pupils and parents, with financial support from the local community.

What is the impact of Collective Worship on the school community?

Grade 2: GOOD

Worship is an important part of the school day, with the whole school gathered together and often led by the headteacher, who is the worship co-ordinator. However, there is no opportunity for the younger and older pupils to worship separately, which would allow for more age-appropriate provision. The quality of worship is good and the governing body is planning to buy a data projector to enhance this further. Pupils particularly enjoy the worship led by Christian visitors, such as Family Trust and Children's Workshop, because they are fun and memorable. They also like their class-led worship on a Friday, when their parents are invited in, because they have a greater level of participation. Some pupils commented on the value of the prayerful, reflective times, when they can use their own imaginations, such as the music that plays at the beginning as pupils quietly assemble. Singing is a strong feature of Collective Worship, with piano accompaniment, and pupils particularly like songs with actions. Pupils respond well to questions in Collective Worship, with answers that demonstrate a good knowledge of Christianity. Pupils become familiar with some elements of Anglican worship by following the Church's year, using the liturgical colours, and celebrating four festivals in the parish church. When the Vicar takes Collective Worship, he uses set prayers like the Peace and gives a blessing. Although most Wednesday worship is led by a church leader, this is not always the case and consequently limits their influence. The school participates in the Church School festival in Rochester Cathedral, which gives Year 6 pupils experience of the Eucharist. Since the last inspection, the headteacher has introduced termly themes for worship, but did not follow the advice that these themes should be Bible-based.

How effective are the leadership and management of the school as a Church school? Grade 2: GOOD

The areas for development at the last inspection have all been addressed, mostly successfully. The prospectus now has suitable entries on parents' right to withdraw their children from RE and Collective Worship. A new mission statement has been adopted that draws attention to the school as 'a community that celebrates the Christian faith' and is put at the top of all policy statements. The school improvement plan will lead to a clearer focus on Christian values and the summing up of the mission statement in a succinct motto. All stakeholders speak enthusiastically about the school's Christian ethos and this is articulated well by the headteacher. The Vicar is very committed to the school and acts as pastor to staff and to pupils' families. He and other Foundation Governors work with the headteacher and RE subject leader to monitor and develop the Christian life of the school and report back to the full governing body. The schools' self-evaluation is well-written and useful. The RE subject leader is well organised and committed and she benefits from regular diocesan training. She runs the after-school Christian club along with a teaching assistant, which continues to be popular with pupils. Parents speak highly of the school and value the school's strong and positive relationship with the church community.