

**Burton Bishop Wilson Church of England Voluntary Aided Primary school**

Puddington Lane  
Burton  
Neston  
Mersyside  
CH64 5SE

**Diocese: Chester**

Local authority: Cheshire West & Chester  
Dates of inspection: 5<sup>th</sup> October, 2011  
Date of last inspection: 5<sup>th</sup> July, 2007  
School's unique reference number: 111312  
Headteacher: Darren Jones  
Inspector's name and number: Georgina Lewis (401)

**School context**

Bishop Wilson school is a smaller than average school in a rural setting. It serves a number of villages in an affluent area of Cheshire. Almost all children are from White British backgrounds. A lower than average number of children is entitled to free schools meals. There is a lower than average number of pupils with special education needs or from minority- ethnic groups. The present headteacher took up his post in September 2011.

**The distinctiveness and effectiveness of Burton Bishop Wilson Church of England primary school as a Church of England school are good**

The effective leadership and management of this school and the very supportive, close links with the parish church and the Trustees have ensured that the school continues to deliver a good distinctive and effective education for all its pupils based on its Christian foundation. The caring and calm atmosphere within the school and pupils' outstanding behaviour is testament to its commitment to Christian values.

**Established strengths**

- The clear vision of the leadership and management
- Strong effective links with the Parish church
- Outstanding behaviour of the pupils
- Strong commitment to inclusion

**Focus for development**

- The development of more formal evaluation of collective worship.
- The development of marking in Religious Education to support summative assessment strategies now in place.

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

Bishop Wilson primary school has an outstandingly distinctive Christian character. There is a caring and calm atmosphere in the school, showing the respect that all have for each other in this Christian environment. The strong links with the parish church and the involvement of the vicar in collective worship and Religious Education (RE) ensures that the Anglican traditions and the Christian values are reinforced and firmly embedded. The involvement of members of the congregation is substantial. Teachers work very closely with teaching assistants to ensure that all pupils are well supported. All pupils at the school enjoy the opportunities provided to grow, spiritually, physically, and emotionally. Pupils in the School Council feel valued and take their responsibilities very seriously. This was apparent in their involvement in

the appointment of the head teacher. The Chair of the Governing body said they were 'professional' in their approach in interviewing candidates and reporting back to the governors. Pupils who are 'buddies' show great care for their charges. This ensures younger pupils are supported and helped as they settle, demonstrating the Christian values which underpin this school. Classrooms and display areas celebrate the work of all pupils; art work related to their religious education topics is prominently displayed in the entrance. In a Year 5/6 classroom pupils had illustrated 'hopes' for 'God's Global family' demonstrating how effectively the Christian values taught are embedded. The Trustees donate Bibles to every child when they start school and also when they leave, and regularly attend church services involving the pupils. The commitment of the new head teacher and the governing body to the Christian ethos is seen in their close working relationship which ensures that the school's distinctiveness as a church school is evident in all they do. Partnerships with other schools are developing which will extend pupils' understanding of other cultures, both at home and abroad. Parents choose this school for its 'caring and loving atmosphere' and that they 'teach my children Christian beliefs'.

### **The impact of collective worship on the school community is good**

The impact of collective worship continues to be good. The planning and preparation of collective worship is thorough, all teachers have the opportunity to lead worship and pupils are actively involved. In the collective worship seen pupils were attentive and very positive in their response to the vicar leading worship on 'Friendship'. Pupils identified the qualities they would expect in a friend. The practical demonstration of how the 'threads' of friendship are sometimes invisible made a real impact on pupils as the 'thread' wound its way through various friends. Pupils' recall of previous acts of collective worship was very good. The links made with the Harvest Festival service in church, and their support of the 'Rock of Joy' charity ensured that pupils were able to look at a number of aspects of friendship based on Christian values. The close relationship with the church and the vicar ensures that pupils develop an understanding of the Anglican faith and traditions. Their singing is exceptional, complete with very enthusiastic actions, very clearly showing the pupils' enjoyment. Involvement in 'Pop Connections' provides the pupils with a series of songs for worship. The recording made supports their website and also provides a backing for their singing in worship. The impact of collective worship on pupils' spiritual development is seen in their prayers; 'Help us to remember we are special because God loves us the way we are.' A pupil from the School Council cited worship as one of the best things about the school and others nodded in agreement. The prayer life of the school is important. Prayers are said at lunchtime and the end of the day and all governing body meetings open with prayer. Evaluation of worship is at present informal.

### **The effectiveness of the religious education is good**

There were two areas of development from the previous report associated with the effectiveness of Religious Education (RE) and both of these have been met. There is a clear policy and RE is identified for further development in the school development plan. The vision statement for RE to 'develop pupils spiritually and emotionally, learning about RE and learning from RE', is effectively realised in the careful planning and preparation of RE lessons. Pupils enjoy RE and are enthusiastic learners who have very good recall of past learning. Standards are in line with other subjects. The adoption of the Diocesan syllabus has ensured that staff are now more familiar with the assessment criteria. Training has also taken place to ensure that staff knowledge and skills have been developed. There is regular monitoring of teaching and learning and good practice is shared. The teaching of RE is good and sometimes outstanding with pupils engaged and participating in a variety of tasks. Care is taken to support pupils and to tailor tasks to suit the individual. Summative assessment is thorough and uses 'I can' sheets so that both pupils and teachers can monitor progress. Marking is sometimes superficial, there is a tendency to mark books more for their literacy content than the RE response. A pupil in a Year 3 / 4 class made a very perceptive comment which showed real understanding and spiritual awareness, praise was given for the literacy skills not the response to RE. The close links made with worship benefit pupils and reinforces the 'learning from ' RE. The two other faiths studied are Judaism and Islam. The study of Islam is less well developed at present. As a school whose pupils are predominantly White British, the importance of other cultures is being developed through contact with a school in

Uganda and the 'Rock of Joy' charity and also links with a school in Liverpool.

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

Since the last inspection a new head teacher has been appointed. The 'planning for succession' undertaken by the governing body ensured a smooth transition and shared vision. The effectiveness of the strong relationship between the governing body and the senior leadership team provides the school with an outstanding level of commitment to effective leadership and management of the school as a church school. The Chair of the governing body has regular meetings with the head, and governors are actively involved within the school providing support through link governors and visits. Very clear school policies support the Christian ethos and values, and promote the Anglican tradition. Governors are directly involved in the school's self evaluation and policy making. Both collective worship and RE have prominent places in the school development plan indicating their importance and the commitment to further improvement. Staff professional development has improved, and the structure of the senior leadership team ensures the efficient and effective monitoring of teaching and learning and pupils' progress in RE. Links with the parish church are very good, church members are involved in a variety of ways. The school has a hand bell ringing band taught by the church's bell ringers. The 'Pop Connections' project was a church based initiative. Trustees appointed from the church provide financial support for building and transport and are also regular visitors to the school. Parents have chosen the school because of its Christian ethos. In a recent survey many referred to the importance of their child 'learning about God and Christianity'; the contribution made to teaching 'high moral values' and the 'caring and loving atmosphere'. Pupils are involved in the village fete and visit local nursing homes. In the wider community pupils have raised money for a variety of charitable organisations. They hope to develop connections with a school in Antioch, Uganda as part of the 'Rock of Joy' charity, which will contribute to their cultural development.

SIAS report October 2011 Burton Bishop Wilson Church of England Voluntary Aided Primary school Puddington Lane Neston, Mersyside C64 5SE