



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.



Statutory Inspection of Anglican Schools Report

**Wareside Church of England Primary School
Reeves Green, Ware SG12 7QR**



Diocese of St Albans

LA: Hertfordshire
SIAS Inspection: 28th September 2010
Previous S48 Inspection: November 2006
URN: 117412
Headteacher: Elaine Batten
SIAS Inspector Name: Lyn Field
SIAS Inspector No: NS 151

School Context

This is a small rural school serving Wareside and the surrounding area. The vast majority of pupils are White British and the proportion known to be eligible for free school meals is well below average. A far higher proportion of pupils have special educational needs or disabilities.

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

Improvements since the last inspection have created a deeper understanding and clarity of purpose as a church school. The momentum gained has the support of the whole community. Pupils have a strong sense of right and wrong and show compassion to others. They confidently explain how these values are rooted in Christian teaching.

Established strengths

- Clear direction given by the headteacher to the school as a church school
- Pupils' ability to relate Christian values to their own lives
- The support of parents for the Christian values the school promotes
- The impact of the vicar's role and services in church on the whole community

Focus for development

To maintain current progress as a church school by

- gathering detailed feedback from pupils and parents
- ensuring that new systems for evaluating the Christian ethos are embedded in practice
- using the outcomes of monitoring to inform development plans

To incorporate religious education into a creative curriculum whilst ensuring that teaching maintains a clear focus on the subject's key skills.

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

Pupils develop positive attitudes and skills for learning as a direct result of the way religious and spiritual issues are woven into the curriculum. Pupils understand the core values of the school and articulate what makes them distinctively Christian. This is clearly not something just learned as a list because children talk about their individual insights into the meaning of Bible stories. A typical example is that Jesus respected people for the way they valued others, not for the position they held. This is the impact of skilful questioning in RE lessons and pupils are learning basic skills in philosophical thinking. The school is planning a curriculum that draws closer links between subjects but is determined to maintain the specific skills required for religious understanding. As RE co-ordinator, the headteacher brings strong subject knowledge and enthusiasm to her role. Parents like the school's rounded approach and feel it prepares children for life in a multi-faith society. This is borne out by the mature and convincing case made by pupils for how RE lessons have built their confidence and knowledge to engage with people from all cultures.

The spiritual development of pupils is good. It is given a high profile from the time they start in nursery through activities ranging from scrutinising ice and snow to taking part in a funeral for the class guinea pig. They are reflective and thoughtful because they learn to articulate their feelings in circle time and in collective worship. More importantly, they benefit from opportunities to take responsibility in school and put the Christian values they learn into action. Older pupils take valuable roles as Young Leaders, although this is underdeveloped in worship, whilst younger pupils make thoughtful choices about which prayers are appropriate at different points in the school day.

The impact of collective worship on the school community is good.

Collective worship touches all groups in the school community, although the means by which the school gathers feedback does not bring out the full depth of this impact. The headteacher and staff team share the leadership of worship and their active involvement on a daily basis provides vital role models. Pupils enjoy taking an active role in worship and sing enthusiastically. They also learn to value quietness because they are helped to draw meaning from stories and make use of this in prayer. Equal attention is given by leaders to posing questions as well as encouraging pupils to raise their own concerns about personal or global issues. The time allocated by the staff and the vicar to responding to these enhances pupils' spiritual and moral growth. It creates an inclusive atmosphere where pupils from all backgrounds feel their views and beliefs are taken seriously.

The school joins the church for special Sunday services such as harvest and Christingle four times a year. These have grown into 'not to be missed' occasions. Many parents feel these are valuable family experiences that cement the links with the church. Adults and children develop a respect for the special atmosphere of worship in church and the significance of Christian festivals.

Assemblies are now referred to as collective worship. This has raised the spiritual profile and pupils have a clear understanding of the nature and purpose of worship. They are familiar with simple rituals and Anglican traditions but the school rightly wishes to improve this area and there are some imaginative ideas under discussion.

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

Significant progress has been made since the last inspection. The attention now being given to the school's Christian character is beginning to make an impact on strategic planning. The headteacher has given a strong lead in evaluating the school as a church school by involving staff and governors in discussion. Her creative ideas help governors to visualise what innovations might look like and the vicar plays a key role in challenging perceptions from a theological perspective. The governors have a genuine interest in how the Christian character of the school shapes the curriculum. There are now systems in place to monitor this within the committee structure of the governing body and the confidence to set down markers and identify priorities for action. For example, the current building plans include a spiritual space for pupils. The partnership with the church centres around the vicar's role in the school. He is held in high regard for the way in which he makes faith accessible to both adults and children. The warm relationships he has established with adults and children mean that the school and church remain at the heart of the community. The school now benefits from a shared commitment of governors, clergy, staff and parents to an ethos rooted in Christian values. The drive to embed this in the curriculum and in systems of governance means that leadership as a church school is secure for the future.