

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Woodborough Church of England Voluntary Aided Primary School

Broad Street Woodborough Pewsey Wiltshire SN95PL

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese District</b>	<b>Salisbury</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Wiltshire
Date of inspection	6 March 2018
Date of last inspection	31 January 2013
Type of school and unique reference number	Voluntary Aided Primary 126421
Headteacher	Sarah Brewis
Inspector's name and number	Joanne Daly 843

#### School context

Woodborough is a smaller than average primary school with 159 pupils on roll. A significant number of pupils come from outside the catchment area. The proportion of pupils supported through pupil premium funding and pupils with special educational needs or disability is lower than national averages. Most pupils are from a White British background. The school has a long standing headteacher and religious education (RE) leader. The vicar has supported the school for many years and is also an ex-officio governor.

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

- The Christian vision and dedication of the headteacher and other leaders ensures that the school's Christian values are embedded in the life of the school and have a significant impact on academic achievement, behaviour and relationships.
- Strong leadership and good governance is strengthened by the mutual and substantial partnership between the school, the church and the wider community.
- A very high value is placed on collective worship and there are many opportunities for reflection and prayer, all of which support the school community on their spiritual journey.
- Pupils enjoy and are challenged by RE so that it plays an important part in strengthening the Christian character of the school.

#### Areas to improve

- Embed 'Understanding Christianity' and the school's assessment and tracking systems in RE so that more pupils achieve above the national expectation and to provide clear evidence of progress made by pupils.
- Extend and formalise the systems used by governors for monitoring and evaluation of the school's Christian distinctiveness and RE so that it continues to have a significant impact on all areas of school life.

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

The school's Christian vision of 'Christian caring' drives the school's six core values of courage, truth, forgiveness, respect, trust and kindness. These Christian values are made explicit in all school documentation and on the website and are deeply embedded in the daily life of the school. All members of the school community clearly articulate the distinctively Christian characteristics of these values and their link to the Bible. The deeply embedded school values make a significant contribution towards the pupils' learning and the high standards of achievement, their exceptionally courteous and positive behaviour and positive relationships throughout the school community. Parents and staff talk about the school having a 'great sense of community' where everyone is 'supported and nurtured'. In the words of the vicar, 'love shines through here'. Staff say there is 'great warmth' in the school and that they 'love coming to school because it is like being part of a family'. Pupils say they enjoy coming to school and feel safe and free from bullying which reflects both good levels of attendance and the school's commitment to the 'Valuing All God's Children' document. The school works hard to keep levels of attendance high by supporting families and by having a system of rewards for high attendance. There is a termly 'RE and Collective Worship Newsletter' sent home to parents which identifies the termly value that the school is focusing on and informs them what is being taught in RE. This communication is well received and appreciated by parents. They say it enables them to spend time with their children exploring the school values at home and talking about what they have been learning about in RE. Clear links are made between the school values, RE and collective worship. An example of this was in collective worship when the story of Zacchaeus helped pupils to reflect upon forgiveness in their own lives. This was later reinforced in an RE lesson where pupils thought of different scenarios and debated which of them they could forgive and which they could not forgive and why. The school and the church have a close relationship with a school and church in South Sudan. This well-established link along with a wide range of learning experiences and the RE curriculum successfully fosters pupils understanding of Christianity as a multi-cultural world faith and their understanding and respect for diversity and difference. Religious education has high profile in the school and this makes an important contribution to the school's Christian character and to the pupils' spiritual, moral, social, cultural development. Pupils say they enjoy RE and feel challenged in lessons. They say that RE helps them to know a lot about the Bible and Christianity and enables them to learn about other faiths and beliefs so that they can talk to people of other faiths and be respectful of their beliefs. The school has a definition of spirituality in place which has been shared and discussed with staff. Children have numerous opportunities to engage in high quality experiences that develop their personal spirituality. They develop this through prayer and reflection throughout the school day and through, sport, music, visits, residential trips and woodland learning. The school has the gold Arts mark award which acknowledges its commitment to the arts.

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

Collective worship is given significant value across the school community and its impact on the daily life of the school is clearly articulated and seen. It is key in creating the Christian ethos of the school and sets the values in a Christian context. Collective worship clearly demonstrates the foundation of the school through its emphasis on Church seasons and festivals and liturgical practices. Pupils open worship by bringing to the worship table a cross, a Bible and a three-wick candle. They light the candle while they say, 'God the Father, Jesus the Son and the Holy Spirit'. Key greetings and responses then follow. The worship table is covered with coloured cloths to show the church seasons. In worship pupils are engaged and respond willingly by participating and supporting worship and by listening carefully, reflecting and praying reverently and singing beautifully. All members of the community attend worship and parents attend services in the church. Pupils and parents speak warmly about 'Open the Book' worship in school which is led regularly by the church community and has been for a long time. Pupils say they look forward to 'Open the Book' worship as it helps them to learn a lot of different Bible stories which 'show us how to live our lives and treat one another and sometimes even overcome our fears'. A rich and varied life of prayer and reflection contribute significantly to the spiritual journey of the school community. Prayer is central to worship. Pupils regularly write and read prayers in worship and say the school's own prayer and Lord's Prayer which they know well. In classrooms there are reflection journals and in the centre of the school there is a place where pupils and staff can be quiet, reflect and pray. A prayer tree situated near the hall enables pupils and staff to contribute prayers including those relating to each of the school values. Pupils say that they use prayer and reflection in their own lives and have opportunities for prayer throughout the school day. Pupils are pro-active in engaging and supporting fundraising linked to their school values and are encouraged to relate charitable activities to Bible stories. They are encouraged to undertake charitable giving across local, national and global communities. During the focus on the value of 'Service' pupils collected food for the Trussell Trust. Collective worship has a very strong focus on the person of Jesus Christ and regularly includes Biblical materials and Christian teaching that makes a clear link with the school's vision and values. Both worship and RE in the school has resulted in pupils speaking with great confidence about the Trinity as God the Father, Jesus the Son and the Holy Spirit. They talk about God being the creator, Jesus being born at Christmas as the son of God and the Holy Spirit and Pentecost. Pupils benefit from a wide range of

leaders in worship including from different Christian traditions such as the Methodist church. The pupil worship group regularly plan and lead worship. Parents say they are proud of the way in which the pupils plan and confidently lead the services. Pupils planned and led a traditional carol service in the local church for the church community. This was very much appreciated by the church community and feedback was very positive. The school is aware that their next step is to involve greater numbers of pupils in planning and leading worship. Monitoring and evaluations of worship is very effective in bringing about change and includes all stakeholders. It has resulted in the community singing more traditional hymns in worship and worship being moved to the start of the day so that it was not rushed at the end of the day. Staff say this move has had a significant impact on the start of the day. The school enjoys an extremely strong partnership with the local church. The parish is served by a Canon who has been with the school for many years. She is a regular visitor to worship and the school and provides a very strong link with the church and its community. Pupils and staff greatly value her presence in the school and say that it makes the school part of the church and the church part of the school.

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

Religious education plays an important part in strengthening the Christian character of the school. The experienced RE leader teaches RE across the school in all classes except in foundation stage where it is taught by the class teacher. All other class teachers teach and reinforce RE during the week and through other subjects and RE Days. This along with professional development opportunities for all teachers in RE helps all teachers to remain skilled in the teaching of RE. The school has introduced 'Understanding Christianity' and uses this and 'Discovery RE' to teach RE. Standards in RE are in line with the national expectation and the quality of teaching is good. Assessment since the last inspection is now informing planning, teaching and learning. However, the school's assessment and tracking of standards of attainment and progress in RE is not rigorous and robust enough and so does not give clear evidence of progress made by learners and enable the school to raise standards higher. Marking and feedback is given as next steps in books although there are very few pupil responses to the questions posed by the teacher in their books. RE has a visible presence through the school and in classrooms with displays which challenge pupils' thinking. Pupils enjoy the subject particularly when it is linked to other subjects like creative writing, art and drama. They understand the importance of RE and have opportunities to develop a range of skills and apply them in RE. Pupils share a good knowledge and understanding of Christianity but their knowledge and understanding of other faiths is not as secure. The school has been looking at ways of further developing this through planning a series of visits to other places of worship and inviting visitors of other faiths into school to speak to the pupils. RE supports pupils' SMSC development well and provides them with opportunities to reflect and discuss and form their own opinions. Monitoring of RE is carried out by the headteacher and RE leader and involves learning walks and book scrutinies, which identifies strengths and areas to develop. However, monitoring and evaluation of RE is not systematically planned or broad enough and so it does not have significant impact. The RE leader is ambitious in her vision for further improvement, and together with senior leaders and an effective team of governors this should support raising levels of attainment further for pupils and ensuring rapid progress of all pupils. The RE leader ably supports leaders and staff. She has applied valuable learning from training and cascaded this to other staff including the 'Understanding Christianity' resource. As the RE leader she communicates high expectations and reports regularly on RE and any current developments in RE to staff and governors. Provision meets with the national statement of entitlement.

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

The headteacher's strong Christian leadership along with that of other leaders is key to the success of Woodborough as a church school. The school's Christian vision drives its six core values and all stakeholders see the values as being 'intrinsic' and describe them as 'the golden thread' running through the daily life of the school. The Christian values are consistently articulated, lived out and promoted by leaders and governors and they underpin decisions at every level because the pupils and the school and wider community matter enormously to them. Self-evaluation as a church school involves everyone. Leaders have provided a broad, creative and rich curriculum, brought about by their Christian vision of 'Christian caring, Happiness, Inspiring, Learning together, Diversity, Rewarding, Enabling and Nurturing' (CHILDREN) and its values. The extremely rich experience the school provides for pupils also supports them very well in developing their spiritual, moral, social and cultural development. Worship and RE leadership is given high priority and strong support by leaders and governors so that it contributes well to the Christian character of the school. Governors are regular visitors to school and know it very well and effectively monitor and evaluate the school as a church school which has led to continuous improvements. However, these systems of monitoring and evaluating are not always broad enough or formal enough and so opportunities for significant improvements may be missed. Professional development for both staff and governors is strategically planned for to ensure that being a church school is given high profile. The school has very positive and supportive relationships with parents, the diocese, the church and other local schools and there

are mutual and substantial benefits for all of these partners. The school also has a positive relationship with the Parochial Church Council (PCC) and one of the foundation governors regularly writes a report for the PCC to update them on the school as a church school. All issues from the previous inspection report have been addressed and the school fully meets the statutory entitlement for RE and collective worship

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