



National Society Statutory Inspection of Anglican and Methodist Schools Report

Woodford Valley CE VA Primary Academy

Middle Woodford,
Salisbury
Wilts
SP4 6NR

Diocese: Salisbury

Local authority: Wiltshire

Dates of inspection: 21st March 2014

Date of last inspection: 12th March 2009

School's unique reference number: 126422

Headteacher: Mrs Rebecca Carson

Inspector's name and number: Dianne Christopher (731)

School context

Woodford Valley CE (VA) Primary Academy gained Academy status in June 2012. There are 158 pupils on roll with 60% of pupils travelling from beyond the catchment. Learners are mainly White British. Attendance is above the national average at 96.8%. There is a specialised learning centre on site, The Resource Base, for learners with autistic spectrum disorder. 8.86% of pupils have Special Educational Needs, 1.89% are registered for free school meals and 10.76% are entitled to pupil premium.

The distinctiveness and effectiveness of Woodford Valley CE (VA) Primary Academy as a Church of England school are outstanding

- * The vision and dynamic personal example of the head teacher, highly dedicated staff and governing body
- * The Christian distinctiveness underpins a vibrant, stimulating environment
- * The deeply nurturing ethos that results in outstanding relationships and personal development
- * The centrality of prayer across the school community

Areas to improve

- * Ensure that the learners develop a clear understanding of God the Father, Son and Holy Spirit

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

The distinctive Christian character at this school is outstanding and impacts on learners' behaviour and attainment. Pupils' achievement in the core subjects is high and in the top 20% of all schools nationally. Pupils and parents can clearly articulate the distinctively Christian characteristics of the school's values and describe the impact they have upon school life. They are very clear about what makes Woodford Valley special. One parent commented, 'This school lives and breathes its Christian values.' Another parent said, 'We feel that our child has gone from one Christian family to another'. The school mission statement, 'Towards Christian Life, Learning and Living,' is evident through the relationships across the whole school community. There is a profound inclusiveness and nurturing ethos that is reflected at all levels. Learners treat everyone with respect so that friendships develop between pupils across all year groups. Pupils attending the 'Resource Base' on site, for those with autistic spectrum disorder, are fully integrated with the main school, with learners spontaneously supporting them whenever necessary. Learners are kind and responsive to each other's needs. Pupils have a good understanding of different cultures and faiths leading to a harmonious and caring school community. Encouraged by staff, they develop the confidence to discuss ideas without fear of criticism. The teaching of Christian values and themes through worship and religious education forms a spiritual vocabulary that provides an increasing ability to explore the big questions. There are Christian symbols and values displayed throughout the school environment. The school has created small garden spaces for reflection, prayer and spiritual moments. Learners expressed how much they enjoyed using these areas for 'deep thinking' and 'to pray' and 'be by myself'. All learners have opportunities to excel in music and sport and everyone's talents are celebrated through awards, certificates and whole school recognition. The quality of education and the overall school experience is enhanced by a wide range of enriching activities, such as Prayer Team, Junior Bankers, School Council and peripatetic music lessons.

The impact of collective worship on the school community is outstanding

Collective worship is outstanding and is of central importance in the life of the school, enhancing the strongly Christian distinctiveness. Children's spiritual, moral, social and cultural development is supported exceptionally well through worship, because planning, assessment and evaluation are structured on the school's core values and major Christian festivals in the Anglican calendar. The impact of worship permeates throughout school life, as does the emphasis on the power of prayer. The centrality of prayer throughout the school is a distinguishing feature. Outstanding singing and music in the school sets a spiritual atmosphere for worship that embraces everyone. The calm atmosphere during a period of prayer confirmed the importance of this time. Evidence of worship is recorded in photographs, newsletters, portfolios, workshop and evaluations. The staff regularly lead acts of worship, as do the clergy, governors and other visitors. The RE coordinator led the collective worship during the inspection. The theme was 'Hope'. Worship was clear and well developed through music, hymns and prayers. Pupils were absorbed, keen and confident to contribute. They were enthusiastic about worship. One said, 'It's a time when I can talk to God'. The high profile on prayer and reflection time in school is exceptionally well developed by even by the youngest pupils. The learners have an extensive knowledge of Bible stories, understanding of Anglican traditions, knowledge of prayers and responses, as well as both modern and traditional hymns. However, learners are less clear about the relationship of God the Father, the Son and Holy Spirit and this aspect requires further refinement across the school.

The effectiveness of the religious education is outstanding

The school has a strong programme of Religious Education that has a high profile across the whole school and the quality of learning and teaching is outstanding. Scrutiny of learners' work shows that standards are in line with, and often higher than, those levels in the core subjects. The delivery of RE across the school is innovative and stimulating, providing opportunities for challenging and thought provoking activities. The introduction of 'Philosophy for Children' across the school has enabled learners to develop higher level thinking skills when exploring

the 'big questions'. The learners are excited and challenged by RE. The planning is thorough and well designed, enabling all learners to make very good progress. The quality of work seen is consistently above national expectations. Learners speak with great confidence about what they have learnt and why RE is important. The enthusiastic RE coordinator introduced the Wiltshire RE framework into school, facilitating training and ongoing support for all staff and foundation governors. During the inspection four part lessons were observed during the inspection. Two lessons were outstanding and two were at least good with many outstanding features in each. In one lesson, Year 1/2 learners were exploring 'Hope'. The quality of discussion, reasoned argument and understanding was outstanding for such young pupils, as was a class of Year 5/6 pupils, who were learning about 'prophecy', linked to Bible extracts. The level of understanding and the confidence with which this was discussed was also outstanding. Children's work is marked accurately and precisely with significant interactive responses. The foundation governors take an active role in monitoring and reporting to the full governing body.

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

The inspiring Christian leadership of the head teacher gives a clear and decisive approach that is based upon a distinctively Christian ethos. She personally sets the tone of Christian care and concern for others throughout the school. Governors are well informed and hold the school to account while providing strong support. During the process of the school's transfer to academy status, governors were key in ensuring community consultation took place. The dedicated involvement of the chair of governors and foundation governors secures the Christian character of the school. All staff are very supportive of the school ethos. Induction arrangements for new staff are thorough, covering all aspects of school life and the distinctive nature of the school. The school is well led and managed, providing an outstanding and inclusive environment in which learners can flourish. Relationships across the school community are exemplary. The school's self evaluation is reviewed regularly by governors. There is a commitment to continuous professional development across the school, enhancing career development for all staff. Links with the local church are strong and the clergy and church members support the school well. The school has a strong sense of identity within the village and the church community, exemplified by the school's frequent involvement in local events and church organised clubs, such as Easter Workshop and 'Messy Church.' Links with the parents are exceptionally good and they appreciate the approachability of the head teacher and staff who listen and act on their concerns. Parents feel that the teaching of Christian values helps their children to thrive and guides them to be responsible citizens. There are mutually strong links with the wider community, neighbouring schools and the diocese. Parents commented, 'This school is the heart of the church and the heart of the village.' A school leaver wrote, 'Thank you to all of the teachers who have been a good example of Christian living... Thank you, you are an inspiration!' The RE focus for development identified following the last inspection has been fully implemented by successfully embedding an effective RE assessment system throughout the school. Areas for personal quiet and reflection have also been created for learners. The school meets the statutory requirements for collective worship and religious education.

SIAMS report. March 2014 Woodford Valley CE VA Primary Academy, Middle Woodford,
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