



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Westbury Leigh Church of England Voluntary Controlled Primary School

Sandalwood Road
Westbury, Wiltshire
BA13 3UR

Previous SIAMS grade: good

Current inspection grade: outstanding

Diocese:

Local authority: Wiltshire
Dates of inspection: 15 October 2015
Date of last inspection: 14 September 2010
School's unique reference number: 126370
Headteacher: Debbie Grimsey
Inspector's name and number: Sally Naish 780

School context

Westbury Leigh Primary School on the edge of Westbury has 386 pupils. The school moved to this attractive newly built site in 2004 and since then has doubled in size. There have been changes of headteacher and staff since the last inspection. OFSTED judged the school good in January 2015. The majority of pupils are from white British heritage. The proportion of pupils with additional needs is above average. Worship in church is limited as the school is some distance from the parish church in Westbury and churches that are closer cannot accommodate the whole school.

The distinctiveness and effectiveness of Westbury Leigh Primary School as a Church of England school are outstanding.

- Dedicated Christian leadership by staff and governors inspires everyone in school to aspire to be the best they can be.
- The excellent care and nurture by all staff to enable every child to reach their potential reflects the school's core faith values.
- The rigour of self-evaluation by staff and governors ensures the wellbeing and progress of every child.
- The focus in collective worship on the school's values supports both children and adults in their faith journeys.

Areas to improve

- Create experiences to develop prayer in school to help children to understand its value and develop their spirituality.
- Embed the good practice in collective worship through self-review so that its impact on attitudes, behaviour and relationships is further developed.

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

There have been significant changes in leadership and staffing since the last inspection and the school has been highly focused in raising achievement. The vision of 'inspire, aspire and achieve' encourages all members of the school to reach their potential. This vision is underpinned by core values of respect, responsibility and courage which strongly reflect British values. These are clearly articulated on the school website and are linked to explicit Christian teachings. They are well understood and embraced by the school community. Through these values, children are encouraged to take responsibility for their learning and are supported to have the courage to take risks and make mistakes. As a result, standards are rising and are increasingly above the national average. Because of this inclusive, aspirational practice, supported by pupil premium funding, barriers to learning for children with additional needs have been reduced. All staff model exemplary respect and care enabling the learning environment to be happy, calm and purposeful both inside and in the playground. There have been no permanent exclusions in the last three years. The school takes a rigorous approach to promoting school attendance. Children's ideas are listened to and acted on through school council. An example of this is the purchase of a 'Scrapstore Playpod' which houses recycled materials. This access to free play is increasing imagination and cooperation. It links core values in formal teaching by inspiring children's creativity and giving them the opportunity to take responsibility and risks. A quiet reflection area outside with prompts for prayer and reflection helps develop spirituality. Spiritual development is also addressed in daily reflection time which is linked to the current 'value' often using a visual stimulus to 'wonder'. Children in Year Two wonder if the picture they are studying might be representing the story of the prodigal son and maturely speculate how the stay-at-home brother might have felt when the prodigal returned. Children enjoy religious education (RE) as a 'one of the stand out subjects which really makes us think'. Work in RE books is creative and of a high standard. Themes are again often linked with values. Children, when discussing the current Christian value theme of trust, comment that God trusted Adam and Eve not to eat the apple which teaches us that although we have free will, we are responsible for the consequences of our actions. Children have a good understanding of Christianity as a multi-cultural world faith and show respect for and interest in other faiths. There are many enriching activities, excursions and residential visits which help to broaden horizons and reinforce spiritual, moral, social and cultural development (SMSC).

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

Worship is a fundamental corner stone for teaching the Christian story and its values. Children and parents enjoy class, year group and whole school worship. Class assemblies are distinctively Christian and well attended by parents who, though they may not have a faith themselves, value the message. Provision is made for alternative worship for children who are Jehovah's Witnesses or Muslim. Children readily link the worship with the key values and the impact on their own lives. Themes are reinforced in the reflection areas in classrooms which are used as a focal point in class worship. High quality displays around the school such as The Trinity, harvest and remembrance also reinforce themes and concepts. The enthusiastic worship coordinator has been effective in improving worship which is now beginning to make a real impact on the lives of the children. She is supported by the vicar who works tirelessly to ensure that the barriers to church worship of size and distance are reduced. An example of this was at Pentecost when he devised a very creative interactive presentation in school which helped develop children's understanding. Groups of children do have the opportunity to worship in church although there is often limited space for parents to attend or for the whole school to worship together. Planning for worship is detailed and includes a wide range of presenters including the church Open the Book team once a half term. There are increasing opportunities for children to take an active part in worship which they enjoy and find valuable. They particularly enjoy singing songs that are active and have regular opportunities to play recorders

in worship. Governors, staff and the worship group are starting to monitor worship systematically as part of a SIAMS action plan and this self-evaluation is beginning to have a real impact on attitudes, behaviour and relationships. Children have a good understanding of The Trinity, the seasons of the church year and major Christian traditions and festivals. They know The Lord's Prayer and school prayer and say Grace before meals. However, there are fewer opportunities for children to write and use their own prayers which limit their personal faith journeys.

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

The passionate commitment of staff and governors to make a difference to the life chances of the children shines out in every aspect of school life and is seen by them as living out Christian values. This has made a very significant impact on the Christian character of the school. The school's strong focus on values influences the whole curriculum as the children relate them to their everyday life and activities. Governors have a very good understanding of the school as a church school and take an active part in its comprehensive self-evaluation. Leaders regularly re-evaluate the vision and aims to ensure that these are still relevant in meeting the needs of the school. There are strategic action plans to increase the focus of church school distinctiveness in order to promote the well-being and SMSC of the whole school community. These are now systematically evaluated by the governors' new ethos and distinctiveness committee in order to show the impact of previous actions and plan ways to move forward as a church school. Leadership of RE and worship are given a high priority. The coordinator makes a very positive contribution to teachers' confidence in teaching RE through support and monitoring. There is a continuing focus on Christian values and the development of spirituality in the school. This has been supported by training from the diocese. RE and collective worship meet statutory requirements. The headteacher is very well regarded by the whole school community as an inspiring 'can do' role model. Parents comment that she is accessible, approachable, knows all the children and sees their needs as the school's most important priority. This creates a climate where staff often go beyond the call of duty to provide for their needs. The school has good links with the local community and several partnerships with schools further afield and overseas have broadened children's understanding of diversity. Children show empathy for those they see as less fortunate than themselves commenting that it is their duty to help them. Access to technology and visitors from other faiths and cultures address some of the challenges of the location of the school, for example the distance from places of worship. Church and community schools within the locality work together to develop the potential of staff and governors in order to continue to improve the outcomes and life chances of every child.

SIAMS report October 2015 Westbury Leigh Church of England Primary School, Sandalwood Road, Westbury, Wiltshire. BA3 3UR