



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Westbury Church of England Voluntary Controlled Junior School

Previous SIAS grade: Satisfactory

Current SIAMS grade: Good

Diocese: Salisbury

Local authority: Wiltshire

Dates of inspection: 9 December 2015

Date of last inspection: 8 March 2010

School's unique reference number: 126369

Headteacher: Richard Hatt

Inspector's name and number: Marcia Headon 761

School context

Westbury Church of England Voluntary Controlled Junior School is an average size school of 227 pupils. The biggest pupil group is of white British heritage and the proportion of pupils who speak English as an additional language is below average but above the average for the County. The proportion of pupils with special educational needs and physical disabilities is well above national averages, as is the proportion of disadvantaged pupils eligible for additional funding. The school has a ten place resource base for pupils with complex needs. Seven of these places are funded by the Local Authority but three are funded by the school.

The distinctiveness and effectiveness of Westbury Junior as a Church of England school are good

- The very high levels of commitment which are given to supporting vulnerable pupils and their families in the community lives out the Christian mission of the school.
- The strong Christian belief in the need to care for the pupils and to inspire them which is given by the headteacher permeates the school.
- The good behaviour and caring attitude of the pupils who seek to help others in need.

Areas to improve

- Involve pupils more in planning and leading aspects of whole school collective worship so they may depend their own understanding of the nature of worship.
- Provide more training for class teachers on how to lead class worship and consider how this can be integrated more with the themes from whole school worship.
- Develop further the planning for religious education (RE) so that it increases the contribution of lessons to pupils' spiritual, moral, social and cultural education (SMSC)

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

At Westbury Junior School pupils are aware of the distinctive Christian values of the school of care, respect and inspiration. Care is the value with which they most identify and as a result they are kind to one another and regard it as important that they help other people. For example, many of the pupils took part in the Shoebox appeal and they come to the headteacher with ideas for raising money to help those in difficulty. However, they are less clear on the links between the values of the school and Biblical teaching although they can retell many Bible stories and can relate this to Jesus' messages about caring. The school itself is a happy community, where pupils feel cared for and valued and they welcome visitors to the school warmly. Pupils achieve very well. When they enter the school pupils' attainment is well below national averages but when they leave it is at national averages. All pupils make very good progress and pupils who are vulnerable or disadvantaged make exceptional progress. This is because of the additional support which is given to pupils as a result of the Christian ethos of caring and being inspired in the school. The school has a complex needs unit for pupils funded by the local authority but because the school mission is to provide a vibrant Christian learning community for all, the governors have funded three additional places to support vulnerable children from the local community. The school also provides hot meals to all pupils as they consider it important equally part of their mission to support families in the community. Relationships within the school are good. Staff enjoy working in a school with a distinct ethos and strong set of Christian values and staff turnover is low. Behaviour within the school is good, and the school acts quickly to implement its behaviour policy which is built around their values of care and respect for others. The pupils work together well and welcome and show respect to those of other faith backgrounds or none or pupils with disabilities. The curriculum and religious education lessons (RE) is helping to develop pupils' spiritual, moral, social and cultural education (SMSC), although more emphasis could be placed upon this in RE lessons. Pupils' spiritual development is fostered by spiritual journey books in classrooms in which pupils record their own reflections. These are monitored by teachers who follow up the comments pupils have made as part of class discussions. Pupils display little understanding of the role of the Anglican church beyond the locality. Pupils enjoy their RE lessons. The Discovery scheme of work is gradually being implemented with the support from the enthusiastic co-coordinator, but assessment is in its very early stages of development. The new scheme is being monitored by headteacher and has been adequately resourced with aid from the St Andrew's Trust. The pupils are finding questions which require them to think about their own opinions on issues of faith very challenging and staff are working with the Diocesan adviser on this issue.

The impact of collective worship on the school community is satisfactory

Collective worship is seen as important in the life of the school and pupils enjoy it as a time when they can be calm and learn new things. Some also see it as a time when they can say prayers for others. Whole school worship is usually led by the headteacher or the assistant headteacher and they make the experience memorable. A candle is lit as a focal point, a simple liturgical greeting opens the worship and Biblical teaching is explicit. Music and singing form part of the worship as does a formal time of prayer or reflection. The planning of worship has recently been revised and is now more coherent and from January 2016 will incorporate not only the values and Christian calendar but also use Roots and Fruits as a resource. Currently, because of the vacancy in the Parish there is no regular input from the clergy to class worship and this means that the experience which pupils receive at these times is variable and hence reduces its impact. At times, there is little resonance between the theme for class worship and whole school worship and staff are uncertain how to approach class worship. At the moment very few pupils are involved in planning and leading aspects of whole school worship despite the willingness of some to do so. The school has evaluated collective worship through pupil questionnaires and as a result is considering how best to develop class worship. Each classroom has a reflective corner but how these are used varies from class to class. Some

services are held in the church at Harvest, Christmas and Easter and the pupils like the special atmosphere which is created there. Celebration assemblies in the school are well attended by parents as are the nativity plays. Prayer is used in the school before lunch and in whole school collective worship. Prayer boxes exist which are well used by the pupils. A Prayer Council has recently been formed and while they have written a school prayer and are planning on writing a prayer for governors to use, they are not entirely clear about their full role. Currently, pupils display little understanding of the concept of the Trinity.

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

The headteacher has a very strong Christian belief that through its church school distinctiveness this school should change lives and motivate and inspire pupils to succeed. He is highly respected within the school and the wider community and models how he wishes others to act in his school. He lives out the school's Christian values of caring for all, respecting opinions and leads by example. The assistant headteacher provides valuable support. The school knows its own strengths and weaknesses. The strategic planning is well focused on issues which will take the school forward such as developing the new RE scheme of work and class 'assemblies'. Since the school was graded as good by Ofsted, a much greater emphasis has been placed on developing the church school distinctiveness to the community and this is now beginning to become more evident. The governors make a good contribution to the life of the school and are fully committed to its development. They have accurately assessed the needs of the school and encourage its desire to make the church status more distinctive. They are regular visitors and provide effective support and encouragement as well as holding the school to account. They take their training needs seriously. Links with the local church are good despite its relative distance from the school and the current vacancy for a Rector. The Parochial Church Council receives regular reports about events at the school and the school participates in church events such as the Christmas Tree festival where the ukulele band play. The pupils visit the church as part of their RE lessons. Plans are in place for the development of a Café Church in the school which will further develop the links with the local church and allow the school to explain its vision beyond the immediate school community. The headteacher has encouraged the development of staff. Some teaching assistants have been following degree courses and middle leaders have also been encouraged. The subject-coordinator for RE is working with the Diocesan adviser over the new scheme of work. However, succession planning in terms of staffing for the needs of the school as a church school is currently not a high enough priority and there has been little staff training on how to lead collective worship. Parents of all faiths and none consider the school to be highly supportive of both their children and wider family. One commented 'I feel that the school is my second home as the ethos is not just words - the Christian values are evident for all to see'.

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