

National Society Statutory Inspection of Anglican Schools Report

Woodborough Church of England Voluntary Aided Primary School

Broad Street
Woodborough
Pewsey
Wiltshire
SN9 5PL

Diocese: Salisbury

Local authority: Wiltshire
Dates of inspection: Thursday 31st January 2013
Date of last inspection: 14th July 2008
School's unique reference number: 126421
Headteacher: Sarah Brewis
Inspector's name and number: David Shears (423)

School context

Woodborough CE Primary is a smaller-than-average primary school, with 161 pupils on roll at the time of the inspection. The proportion of pupils from minority ethnic groups is lower than the national average and there are no pupils who speak English as a second language. The proportion of pupils with special educational needs is lower than the national average. The headteacher was in post at the time of the last inspection, although there is a relatively new leader for collective worship and Religious Education (RE).

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

The school's effectiveness as a church school is outstanding because pupils are clearly taught Christian values that enable them to develop a well-rounded character that accepts and cares for others while having a positive self-image. This is because there is a clear Christian vision for the school that is shared with all and is consistent through the school. Pupils leave knowing and understanding the Christian faith and what it means to be a Christian.

Established strengths

- Senior leaders, including the governing body, demonstrate a clear commitment to a Christian education that is well documented in the school's mission statement and in other policies and procedures.
- Pupils enjoy learning, have positive attitudes towards their work and behave well.
- Staff care for pupils as individuals and work hard to meet their needs, both academically and pastorally.
- The attention paid to the monitoring and evaluation of collective worship by pupils and staff is outstanding.
- There are outstanding partnerships with parents, the local church and the wider community.

Focus for development

- Ensure that assessments in RE are always used to plan work that will meet the needs of all pupils and that marking enhances their learning further, to enable them to make outstanding progress.
- Further develop pupils' knowledge and skills by greater involvement in planning and leading acts of worship.
- Ensure that the monitoring of foundation governors is clearly recorded and used to inform school development planning.

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

Pupils say that they enjoy school. They have positive relationships with staff who work hard to plan lessons that will engage them. Consequently they behave well and have good attitudes towards their learning. Staff take a keen interest in pupils as individuals and cater well for both their academic and pastoral needs. As a result pupils' academic achievement is good and they are becoming confident people. Parents speak of how their children are well supported in school and that staff are pro-active in ensuring that their various needs are met. Pupils have a clear understanding of the school's golden rules and can relate these to Bible stories that emulate these. While all pupils work at demonstrating these rules, they are also encouraged to spot them in others, and write about them on stars that are displayed in the school. The spiritual, moral, social and cultural development of pupils is outstanding overall. Pupils' social skills are developed through their positive interaction with staff and each other. Older pupils enjoy looking after the youngest children. Their care extends outside of school in supporting a variety of charities both locally such as giving donations to the local food bank and further afield such as supporting Water Aid. Pupils' cultural development is supported through RE, but is also enhanced in other ways such as a link with another primary school in Sudan. Pupils' spiritual development is evident in the opportunities that they have to reflect, particularly in collective worship and RE. Displays focusing on RE are of a high quality and enable pupils to reflect on what they have learnt. While there are positive links made between other subjects and the Christian values of the school, these are not always apparent in other displays. The school recognises the need to develop opportunities for spiritual development outdoors and plans are already in place to construct a memorial garden that will include a focus on Christian reflection.

The impact of collective worship on the school community is outstanding

Collective worship is clearly planned with a focus on a particular Christian value each term and an interactive display exploring the theme supports this. Pupils are able to talk about what they have learnt. For example, pupils are able to discuss the current theme of 'truthfulness' both in terms of citing stories from the Bible that relate to the theme such as Adam and Eve lying about eating the forbidden fruit and Jacob lying to his father by pretending to be Esau. Pupils have learnt Christian principles from these stories such as that telling lies leads to more serious consequences than simply telling the truth. Pupils say that they enjoy collective worship, particularly when they are practically involved, such as acting out stories. This is why they especially like 'Open the Book' that is led by members of the local church and community. Three pupils lead the first part of each act of worship by lighting a candle and holding a Bible and a cross and reciting an invitation to worship followed by a formal response from all pupils. Pupils enjoy praising through singing, which is of a high standard. There are times of reflection for pupils to consider what they have been learning and how it applies to them. There are opportunities for prayer and pupils all know the Lord's Prayer. An outstanding aspect of collective worship is the weekly evaluations that are made by pupils about the worship they have experienced. The collective worship leader also collects observations of what has happened to illustrate its effectiveness. Any areas of development raised are immediately discussed and addressed. For example pupils requested a wider range of songs. As a result the collective worship leader amended the planning sheet to include an indication of the song being used so that she could monitor this more closely. The local vicar and church are utilised well to support collective worship, particularly in celebrating the major Christian festivals and the Year 6 leavers' service. These occasions, along with pupils' weekly celebration of success on a Friday, are equally enjoyed by parents. There are other special events that pupils look forward to, such as climbing a local hill to celebrate Ascension Day. While pupils enjoy participating in collective worship, there are not yet enough opportunities for them to plan and lead acts of worship for each other.

The effectiveness of the religious education is good

The school makes it clear that RE is a core subject, along with English and mathematics. Pupils say that they enjoy RE and that it is an important subject to learn. The school has been implementing the new Wiltshire Agreed Syllabus and is planning to evaluate this at the end of

the year and make any necessary changes. The RE leader has provided appropriate training for staff, including the use of 'I can' statements to help pupils to know more clearly what they need to do to be successful in their learning. Pupils are assessed at the end of each unit of work. Standards in RE are in line with those reached in other core subjects. The RE leader has already identified the need to check the progress and attainment of pupils in RE more closely over time to provide evidence of the effectiveness of the subject. Nevertheless observations of lessons show that teaching is generally good with examples of outstanding practice. For example, in one lesson seen pupils were exploring 'peacemakers', and using a picture of a sculpture of two men reaching out to each other, they surmised what they were doing and why. Some higher order reflection skills were clearly evident. The teacher skilfully linked this learning with references in the Bible to peacemakers and examples of people who displayed these qualities. However, progress in RE is not yet outstanding overall. This is because teachers do not always use assessment information carefully enough to ensure that work is matched to the learning needs of all pupils. Marking is completed and there are often comments that encourage pupils. However, there are not enough comments either to give pupils the next steps in learning or to ask a reflective question. Learning is often transferred to other subjects enabling pupils to have effective understanding of the Christian faith and how it relates to everyday life.

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

Senior leaders, including the governing body, have a clear vision for the school as a distinctively Christian school and this manifests itself in all areas of school life. The Christian nature of the school is promoted well through the school prospectus and its policies and procedures. All staff work together to ensure that the school has a Christian emphasis and that all are welcomed into its family atmosphere. This includes parents who are highly supportive of the school and how it nurtures their children. The foundation governors willingly give their time and energy in helping the school. This includes checking the quality of collective worship and RE with the leader of these areas, although this is not recorded carefully enough to ensure that it is subsequently included in the school's development plan. Both staff and pupils, along with the foundation governors, are involved in the evaluation of the school as a church school, although parents are not included in a formal way. However, parents are happy that they are able to approach the school at any time if they have concerns. The school has successfully addressed two of the three foci for development from the last SIAS inspection by extending the monitoring and evaluation of collective worship and including a reference in the prospectus about the parental right of withdrawal from collective worship and RE lessons. The school has made improvements in assessing pupils in RE, the third area for development, although this still needs further work. The school thinks carefully about its future leadership, evidenced in the support that the previous RE and collective worship leader gave in handing over the responsibility to the current leader. The local church and vicar also give strong support to the school and it is clear that the whole school community are united in their resolve to care for all. One example of this would be the outstanding way in which the school managed the tragedy of one of the pupils being killed in an accident outside the school. The way in which the whole school and church community came together to support not just the pupils and their families but also the wider community has been a testament to the distinctively Christian nature and witness of the school in reaching out to others in love and compassion and giving them help at a time when they needed it most.