

National Society Statutory Inspection of Anglican Schools Report

Welton William Farr Church of England Voluntary Controlled Secondary School

Lincoln Road

Welton

LINCOLN

LN2 3JB

Diocese: Lincoln

LA: Lincolnshire

Dates of inspection: Wednesday 1 and Thursday 9 March 2006

Date of last inspection: May/June 2000

School's Unique reference number: 120711

Headteacher: Mr Paul Strong

Inspector's name and number: Roger Moore and Paulette Bissell

School context

William Farr (CE) Comprehensive School is an 11 to 19 school which exists to provide the highest possible quality of education for its present and future pupils, to enable them to achieve their maximum potential and so benefit the community. In building on its foundation the school continues to have strong links with church, Diocese and Deanery. The school aims to: develop individual confidence and the basic Christian principles of humanity and compassion on which the school was founded, namely self discipline, self-respect, tolerance and a sense of responsibility and community, through a respect for the views and beliefs of others in a multi-cultural society, in order to prepare them for their future.

Summary Judgement

The school's distinctiveness and effectiveness as a Church of England School is good with some elements of outstanding practice.

Established strengths

- The strong sense of community in which all feel valued.
- The positive respectful relationships of any staff, pupils and adults where personal and professional appreciation and support is given.
- The outstanding RE department and Care and Guidance system.
- Positive diocesan, parish and deanery links.
- The wide range of experiences that are on offer through visits, strong curriculum areas, extra curricular activities and curriculum enhancement days.
- The strong Christian ethos that permeates the school.
- The quiet, purposeful and caring atmosphere that exists throughout the school.
- The recognition of the wider community, especially through its fundraising and focus on supporting charities.
- The promotion of healthy lifestyles for its pupils.

Focus for development

1. The school has identified the following point for development in its self-evaluation form; 'Areas for development include the encouragement and facilitation of a greater input into both the timetable and general community life by the Church and other religious denominations. Thereby securing a more overt expression of the Church's mission in the school.
2. The governors need to consider how the focus for Collective Worship might move from its strong moral base to reflect the distinctive Christian nature of the school by providing a distinct focus within assembly time that makes worship a meaningful experience for all involved.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school through its distinctive Christian character makes outstanding provision for

all its learners.

Christian values are at the heart of this school. The Lawres room, initiated by the school and supported by the Lawres Deanery and set aside for quiet times of reflection, is a tangible expression of this, with its prayer board, Christian artefacts and RAF memorials. It visibly reflects the inclusive nature of this Church of England school.

Observations and discussions made it apparent that everyone met during the inspection felt valued, appreciated and supported. The excellent 'care system', mutual respect, strong discipline, work ethic and trust all contribute to making a school where all pupils are trusted at all times to be in the school buildings. School questionnaires to pupils and adults support this view.

Good role models are set within the school community by the headteacher and staff. They demonstrate high standards of care and show respect for each other and the students.

Religious Education and religion in general are openly and positively discussed. Pupils of faith and of none have the skills, confidence and interest to debate these matters openly. This healthy view can be directly attributed to the RE department where teaching and learning is outstanding. Four lessons were visited during the inspection. The teaching and learning in each lesson was of a high standard. Pupils were knowledgeable, teaching was lively and well paced and pupils enjoyed contributing. Much of the work that is undertaken by the department provides an extremely secure foundation for intelligent, open debate about religious matters in which all views are heard.

The time given to PSME, with the added dimension of a day for tutor pupil discussions and mentoring sessions, makes a significant contribution to pupils feeling valued and special.

Pupils and adults who wish to meet for worship and mutual support are able to do this in an open fashion. The Foundation Governors, parish and diocese have expressed a wish to explore ways of encouraging and supporting these activities.

Healthy eating initiatives, the support of a range of charities, care for the environment and the outstanding curriculum enrichment days help develop people with sensitivities. Spiritual, moral, social and cultural understanding of important issues is good.

What is the impact of collective worship on the school community?

Overall the provision and impact of collective worship on the school community is satisfactory.

The quality of collective worship observed varied. Where it was good, opportunities for prayer and reflection were provided. On other occasions this element was missing. Formal occasions for year group Collective Worship are arranged twice each week. Much of the time available is used as an assembly in which to give out notices. In some cases the time used is disproportionate to the time made available for Collective Worship. Formal assemblies have a calm atmosphere; pupils arrive and leave in a quiet and well-organised manner.

The termly themes for all the assemblies and the 'Time to Think' sessions are well thought out and arranged by the Collective Worship Co-ordinator. The major Christian Festivals are celebrated. The Sports Hall or local Church is used on these occasions. The arrangements for worship during tutor time are not explored consistently. Where this is good, time is given to explore the 'Thought for the day'. Where it is inadequate very little time or attention is paid to it. A variety of outside speakers are invited to take part in or lead Collective Worship from time to time. The input provided enables a variety of approaches to be used for the delivery of Collective Worship.

How effective is the religious education?

Religious Education in the school is outstanding.

This aspect is not directly reported in this inspection. The quality of provision and its impact on other areas are reflected in other sections of this report

How effective are the leadership and management of the school as a church school?

Overall, leadership and management of the school as a church school is good.

The school is very effective in meeting its aim to develop individual confidence and the basic Christian principles of humanity and compassion on which the school was founded. These are self discipline, self-respect, tolerance and a sense of responsibility and community, through a respect for the views and beliefs of others in a multi-cultural society, which prepares them for their future. The school has strong links with the Diocese, Deanery and local churches. The Lawres room is a good example of the creation of a space which is used to promote opportunities for Christian activities. The leadership of the headteacher is outstanding. He is regarded as pivotal in everything that happens in this school. Leadership and Management of R.E. is outstanding. The quality of the Religious Education programme has a positive impact on the spiritual and moral aspects of education and helps give the pupils the skills to debate. The governors, headteacher and senior leaders have the capacity to address the issues they have raised through the self-evaluation process and those raised as a result of this inspection.

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