National Society Statutory Inspection of Anglican Schools Report

Westwoodside Church of England Voluntary Controlled Primary School
Nethergate
Westwoodside
Doncaster
DN9 2DR
Diocese: Lincoln
LA: North Lincolnshire LEA
Dates of inspection: 23rd.24th. March 2006
Date of last inspection: 13-16th. November
School's Unique reference number: 118019
Headteacher: Mr. R.P. Marshall
Inspector's name and number: Rev'd. John Pryor 184

School context

This is the village school for a large and growing community. The community is more suburban that rural in character without wide social and economic differences. The school is larger than most in the immediate area with 210 pupils on roll. The school buildings are some 20 years old, replacing an older school nearer the centre of the village. Most of the pupils transfer at eleven to the comprehensive school in Epworth with a few going to the grammar school in Gainsborough.

Summary Judgement

This is a Good village school with a strong Christian moral ethos. It serves its local community well, and the parents appreciate its strengths. There is a good well-founded relationship with the local church and Christian community.

Established strengths

- Personal relationships within the school are very good. as a consequenc whole school's commitment to a Christian based set of principles.
- Newcomers are made very welcome and soon fit into the school.
- Collective worship is an important element in the school's Christian ethos
- The head teacher has a clear vision of the school's needs and a strong leadership style.

Focus for development

- To further improve the effect of religious education, the provision for spiri development and the school's Christian ethos on pupils' personal beliefs assessing their impact.
- To clarify the content of the "Christian Values" promoted by the school.

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

The parents welcome very much the school's success in promoting the pupils' v personal development and social behaviour. This is based on the general Chris moral and personal principles found in its policies and practices. All pupils, wha their talents, do as well as they can. The arresting displays in the entrance hall that visitors and parents recognize that this is a Church school.

This is a safe place where all, pupils and staff, feel valued and supportec good range of interesting sporting, academic and creative activities provided by school ensure the pupils receive a broad and humane education with ample opportunities to develop individual personal skills. Good behaviour is promoted positively, pupils speak very warmly of the way in which staff help them to do w with their work and behaviour.

The difficulties posed by the somewhat isolated nature of the school in p experience of a range of cultures have been very effectively met by the provisio regular "passport days" when a different country's culture is explored in depth. V places of educational or cultural interest are also a good feature of the school's programme.

The Christian character of the school is designedly general in character,

than specifically Anglican, and is more moral than religious. As a result the pur behind the general goodwill and high quality relationships is not as clear to the s and, at their level, to

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

The collective worship in the school is very well planned and effectively delivere that its impact upon the life of the school is GOOD.

There is a regular pattern of worship including daily assemblies and grac before meals. There is a good use of a school prayer as well as prayers written chosen by the pupils for special occasions but only occasional use of formal litu prayer

The Head teacher and Deputy Head lead most acts of worship, but class teachers regularly help their classes to produce assemblies for the rest of the sc Usually some members of staff attend acts of worship. Foundation governors, th Bishop's Visitor, the parish priest and local minister all lead worship regularly.

Consequently pupils understand that worship is not just something that happens them in school, but is important elsewhere. Evenys in the Christian and academ are marked by special services some in school, others such as Christmas, East the Leavers' service, in Church. Year 6 pupils regularly attend the Church Scho festival in Lincoln Cathedral.

Pupils have a positive response to collective worship which most enjoy. Parents the pupils in those acts of worship that take place in the Church.

How effective is the religious education?

The quality of religious education is not inspected under section 48 of the act; h the impact of religious education on pupils' religious understanding as part o church character of the school is GOOD.

The pupils' knowledge and understanding of religious matters, especially to do with Christianity, are generally good and they speak about what they know and with confidence. Many of their observations show good understanding and interest in the subject. Clearly teaching is generally effective.

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

The leadership and management of this Church of England school are good because the Head teacher, staff and governors share a common understandin school's aims. The school has earned the trust and support of the parents over number of years of delivering a well considered, well rounded and wholly appro education for the community's children. The good primary school practice is su by a general Christian ethos to give it an overall purpose greater than simply th achievement of good grades and official approval. The leadership of the head t is outstanding, his vision of what the school can and should achieve is clear an communicated well to the governors and staff. His pastoral care of the children the staff is the prime example for the school's outstanding care of the pupils. T a calmness and coherence to the life of the school. As a result the pupils know they can and cannot do, they know whom to approach when they are troubled, they are assured of equality of treatment.

The governors are active in promoting the values of the school; they are knowledgeable about its strengths and of where it needs to address issues. Thi because they share responsibilities and those who can are regular and frequen visitors to the school. They are supportive of the school's improvement plan and manage resources well, having identified that the provision for collective worshi religious education needs addressing in the near future.

The management of the school makes good use of the training resources provided by both the local authority and the diocesan education team for the professional development of the staff, and of governors. This ensures that all in in managing the school are up-to-date in their understanding of needs and met Good use is made of the varied professional insights, skills and enthusiasms o governors to ensure effective governance of the school.

The foundation governors are energetic in promoting the general Christian basis for the school's ethos as a foundation for its continuing progress.