

**Wootton St Andrew's Church of England Voluntary Aided Primary School**

High Street

Wootton

Ulceby

DN39 6SG

**Diocese of Lincoln**

North Lincolnshire LEA

SIAS inspection: 21 to 24 November 2005

Previous S23 inspection: 22 March 1999

URN: 118038

Headteacher: Mrs. V.J. Marchant

SIAS Inspector NS#184: Rev'd. John Pryor

**Summary Judgement**

Wootton Church of England School is a good church school with many outstanding features. There has been steady progress in all areas of its life since the previous inspection, and the school is rapidly making very good use of the new buildings completed in the current term.

**Established strengths**

1. The school has a clear and coherent vision of itself as a Church School which is communicated well to the parents and shared by staff.
2. Religious Education is very well taught so that the pupils' achievements are outstanding by the time they leave the school.
3. Collective worship is very effective in creating a harmonious, reflective and Christian ethos for the school; which is welcomed by the parents.
4. The school is a very significant Christian presence in the community

**Focus for development**

1. Look for ways to broaden the range of Church related acts of worship.
2. Continue to explore ways of utilising the new hall for school and community involvement.
3. Continue to support the staff in their desire for professional development to enhance the ethos of the school.

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

This is outstanding overall because the principle that “Every Child Matters” related to the Christian character of the school underlines every aspect of the school’s life.

The clear vision of the school as a family founded on Christian principles such as the importance of the individual and the need for mutual care and support, is welcomed by the parents and shared by governors and staff. The pupils come to understand that they are members of a caring family in which they have their parts to play. They feel, and are, valued for their individual contributions both personally and academically and are thus challenged to achieve as well as they are able.

The younger pupils are sensitive to each other’s needs for example providing a special early Christmas party for a friend who because of a hospital stay would miss the school festivities.

The school’s policies and practices are based on sound Christian principles and result in an outstanding quality of personal relationships between everyone in the school. The school is a very safe and welcoming place for the pupils to learn and play in.

The staff work very hard and successfully to broaden the pupils’ experience of cultures and beliefs different from their own, especially through a link with a school in the centre of Cleethorpes. This provides them with a good level of understanding even though the only faith community represented in the school is Christian. Work in religious education, geography and history also supports this.

Since each individual is valued, those pupils with special educational needs are well supported, as are newcomers to the school.

An excellent example of the care taken to meet all the needs of the pupils is the purchase of some land to provide a quiet garden as a place for thinking and reflecting. The pupils’ sense of involvement and responsibility is shown by their request for a gardening club so that they can be involved in its maintenance.

### **What is the impact of Collective Worship on the school community?**

This is good with many outstanding features because the governors, Head and staff take collective worship seriously recognizing its importance in establishing the community of the school.

The pupils participate with sensitivity, reverence and enthusiasm in the extremely well planned collective worship provided by the school. It is led by a wide variety of visitors as well as the head and staff, so that the pupils’ interest, involvement and enjoyment are very well maintained. The links with the local Church are strong and it is used for special occasions for worship.

The new hall, which is large enough to contain visiting parents as well as the whole school, has already broadened the range of activities and the numbers of people invited to enjoy the school’s worship, and more ways of doing this are being explored. All the staff participate in worship which is a “school family” occasion.

Major festivals are celebrated by the school in the Church, and are occasions when the whole village as well as parents and visitors attend and enjoy what the pupils have prepared. A visiting priest from Barton takes assemblies regularly and frequently. The local Churchwarden also supports the music for worship.

The pupils clearly enjoy participating in collective worship, and speak enthusiastically about what they have learnt and done in assemblies. They readily prepare the hall and clear up afterwards. They compose and recite prayers sensitively and demonstrate a very much higher than average understanding of religious terms and spiritual ideas as a result of the very high quality of collective worship that they experience.

There is regular use of a school prayer and the Lord’s prayer in which the pupils join sensitively. The good and regular use of the church together with the regular visits from people recognized as connected with the Church; and especially the annual and eagerly anticipated attendance at the Church Schools’ Festival, give the pupils a very good understanding of the Anglican family of which the school is a part.

### **How effective is the Religious Education in the school?**

This is good overall with outstanding elements because of the high quality of the teaching, and the standing which is given to the subject in the curriculum and resourcing of the school.

The pupils' achievements in Key Stage 1 are very good and outstanding in Key Stage 2 because the teaching is extremely well planned, imaginatively delivered and the staff are very thoughtful practitioners. They provide an excellent level of challenge to the pupils whose interest and enthusiasm for the work is maintained.

The staff make very intelligent use of the local authority's Agreed Syllabus of Religious Education giving it a particular Christian approach in accordance with the Church character of the school. This is welcomed by the parents and gives a very good grounding for the high levels of religious understanding demonstrated by the pupils.

The assessment and recording of the pupils' work is done very well indeed and this enables the school to keep an informed eye on the pupils' progress. This is a significant factor in the maintenance of very high standards.

Another feature is the very high degree of commitment on the part of the teachers, and the way in which they enable the pupils to relate what they are learning to their own lives.

The work planned for religious education throughout the school is challenging and readily related to the pupils' own lives. They respond very positively to this and carry this over into work in other subjects. This is a significant element in the spiritual, cultural and moral development of the pupils. Work for others less fortunate than themselves promoted in religious education and collective worship successfully influences the pupils' development.

The very good use made of the parish church in religious education lessons, and the good links made through collective worship ensure that the pupils develop a sound understanding of the Christian faith. This secure grounding also serves to avoid the confusion that sometimes attends teaching about other world religions when the pupils have no secure base of comparison.

Religious education is given an appropriate allocation of time in the curriculum, it is well resourced and staff receive suitable training. This demonstrates the seriousness with which the subject is approached in the school by the staff, and because of this by the pupils too.

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

This section is Good with a number of outstanding features

There is a clear vision for the school as a church aided school. This is driven by the very capable and committed Head teacher and shared by the governors and staff. The parents are very appreciative of the impact of this approach on the education and lives of their children. The style of leadership is cooperative, so that the individual strengths of all the staff are utilised for the benefit of the pupils. This makes for a happy school, and happy children learn. The Head teacher and staff, supported by the governors are rigorous in their approach to assessment and the monitoring of the pupils' achievements both academically and personally.

The school has an excellent record of steady development over the years since the previous inspection. This has culminated in the new hall and other building work which has provided the staff and governors with new challenges of how best to use the new opportunities that have come their way. The staff welcome the cooperative style of leadership, and as a result feel valued and are encouraged to give of their best. This approach influences the way the pupils respond also. There is an implied Christian element in the school's management which is also supportive of staff and pupils alike. It is clearly a welcoming place in which to work. This view is supported by the Bishop's Visitor, and visiting clergy.

The views of parents and pupils are sought formally through questionnaires, and the results used by the school's management. They are also very open to the informal approaches from parents day by day. In this way the parents and pupils are enabled to feel involved in the ways in which the school is developing. The inspection took place over three days. Interviews and discussions were held with the Head teacher, staff, governors, and pupils. Conversations were held with parents, visiting clergy and the school's Bishop's Visitor. A good range of documents were scrutinised and some work in the pupils' books was observed during the lessons seen. Two acts of collective worship were observed.