

## National Society Statutory Inspection of Anglican Schools Report

### **Weasenham Church of England Voluntary Controlled Primary School**

Common Lane  
Weasenham  
King's Lynn  
PE32 2SP

#### **Diocese: Norwich**

Local authority: Norfolk  
Dates of inspection: 29<sup>th</sup> January 2009  
Date of last inspection: 8<sup>th</sup> March 2005  
School's unique reference number: 121064  
Headteacher: Mrs. Sue Lunnun  
Inspector's name and number: Vicki McHarrie (578)

#### **School context**

Weasenham is a much smaller than average school with 34 pupils who are taught in two mixed-age classes. A partnership was formed with another local primary school in 2006 and the schools share a headteacher. There is an exceptionally wide spread of attainment on entry. Some children show advanced skills but most enter with attainment that is below the levels normally expected. The proportion of pupils with learning difficulties and/or disabilities is average.

#### **The distinctiveness and effectiveness of Weasenham as a Church of England school is good.**

This very small village school provides for the needs of its pupils extremely well. It is a very welcoming, caring school where Christian values are evident in all areas of school life. This is demonstrated in the friendly, family atmosphere where high levels of pastoral care ensure everyone feels valued. The leadership of the headteacher gives a strong, clear vision for the school as a church school.

#### **Established strengths**

- The value given to each individual within the school community leading to pupils who are happy, well cared for and secure.
- The relationships within the school that are clearly based on Christian values.
- The clear vision of the headteacher with support from the local rector as to how the school needs to develop further as a church school.
- The good links between the school, local churches and the community.

#### **Focus for development**

- To develop the distinctiveness of the school's Christian character and increase the use of symbols to give a visual focus and reminder of the school's church foundation.
- To plan a programme for the governors, staff and pupils to monitor and evaluate the impact of collective worship.
- To provide a specific 'quiet area' to facilitate reflection at playtime.

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

The family atmosphere and the teaching of Christian values lead to pupils who feel valued, special and proud of their school. Pupils report that they enjoy being in a small friendly school where they know everyone and 'look out for each other'. They make good progress and are very well behaved. Parents like the welcoming nature of the school and are pleased that the pupils are considerate to each other.

The provision for social, moral, spiritual and cultural development is good and this is reflected in pupils' attitudes. The school effectively nurtures spiritual development through worship and in the curriculum. An attractive outside area ensures playtimes are enjoyed by all. Pupils are able to name a few places where they can find peace and quiet and the school has already identified the need to provide a more specific area.

A very good range of extra curricular activities enhance pupil learning and give them an opportunity to meet pupils from other schools. An interest in the wider community is shown in many ways including an active link with a school in Kenya, visits to France and through fund raising for charities.

Relationships between staff and pupils are very good. They respect each other and demonstrate the school's Christian context. Pupils say that their teachers are really kind and they have fun at school.

Good quality displays enhance the school environment and celebrate success. However, there are few Christian symbols displayed to serve as a reminder of the church foundation to pupils, staff and the wider community.

### **The impact of collective worship on the school community is good**

Collective worship is seen as an important time of the day. Worship is well planned and the needs of pupils are met by using a range of approaches. The headteacher, rector, staff and pupils are all involved in leading worship. Pupils say that they enjoy worship particularly listening to stories, singing hymns and times when they celebrate success. Pupils are able to relate what they have learnt to their own lives e.g. the importance of helping others and thinking about how others feel. They also mention that they find the prayers help them to 'think about God'.

The act of worship observed was good. The pupils were interested and responded thoughtfully to the questions asked. Prayers were said but there was no specific period of reflection. Worship is held in a classroom and the provision of a visual focus linked to the theme may help to emphasise that it is a special time and provide a focus for reflection.

Pupils are developing a good understanding of the Christian faith. They celebrate key festivals, know the 'Lord's Prayer' and attend services in church. Whilst forming effective links with the local community pupils are also gaining the opportunity to develop spiritually e.g. pupils attended the service on Remembrance Day and laid a wreath. The rector leads worship once a week and the school values the pastoral support she provides.

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

The headteacher has a clear Christian vision for the school. She is a very effective leader and has played a significant role in moving the school forward. Governors are very supportive and give freely of their time but there are few procedures in place for them to monitor the effectiveness of the school as a Church school. The pupil voice is valued and the school council is actively involved in decision making.

The school's Christian purpose is clearly expressed in its documentation. Good progress has been made since the previous inspection but the recommendation to state the aims, character and importance of collective worship in the prospectus has not been met. Whilst governors attend and discuss worship there is no formal system to monitor and evaluate the impact of worship.

The headteacher and governors are sensitive to the needs of the staff. Consequently staff feel valued and work well as a team. Procedures for recruitment are good with prospective candidates being made aware of the school's Christian ethos.

Parents are made to feel very welcome in the school and are kept well informed. They are pleased that their children are given opportunities to develop an awareness of the wider world and to learn about other faiths and cultures. There is a good sense of the parents and school working in partnership.

Effective links are maintained with the village community and pupils contribute to displays of work in the local shop, parish magazine and horticultural show. Pupils regularly raise money for charity and realise the importance of helping both those in the local community and in other countries.

