

National Society Statutory Inspection of Anglican Schools Report

Weston Hills Church of England Voluntary Controlled Primary School

Learning Lane,
Weston Hills,
Spalding,
Lincolnshire
PE12 6DL

Diocese: Lincoln

Local authority: Lincolnshire

Dates of inspection: 25 June 2007

Date of last inspection: 16, 18 and 19 April 2002

School's unique reference number: 120554

Headteacher: Mrs Christina Turnell

Inspector's name and number: Jackie Sheldrake 255

School context

Weston Hills Church of England Primary School is set within a small village close to the rural town of Spalding. This voluntary controlled school has recently been relocated to new purpose built premises. Almost all the 149 pupils come from a white British background with a small number of pupils coming from a range of ethnic backgrounds. The school has recently experienced a rapid growth in pupils throughout the school but particularly in Key Stage 2.

The distinctiveness and effectiveness of Weston Hills Primary as a Church of England school are good.

This is a happy and inclusive school providing a high quality education for all its pupils. Within a deeply caring Christian framework children and adults work well together and all are valued for themselves. Pupils, staff, governors and parents are committed partners in the ongoing development of the school.

Established strengths

- The outstanding leadership and management of the headteacher in maintaining and nurturing an inclusive and welcoming school throughout the relocation to new premises.
- The commitment of the school community to strengthening and enriching the Christian ethos of the school.
- The outstanding quality of care and guidance offered to all members of the school.
- The strong and effective links with the church and local and wider community.

Focus for development

- Ensure that the entrance area of the school clearly celebrates the distinctive Christian character of the school.
- Review current planning and organisation of collective worship.
- Further develop the grounds to allow space and a peaceful environment for reflection.
- Establish assessment policy for religious education.

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

The quality of care and consideration for the needs of the pupils and those who work and support the school is outstanding. Pupils are confident learners; they enjoy their work and speak highly of the support systems in place. Relationships are very good and behaviour throughout the school is generally good with effective use made of the learning mentor and peer mentors to give support to those in need. Parents speak highly of the quality of care provided for all pupils and see great value in the well-established induction programme for pre-school children. Teaching and learning are of a high quality and pupils are encouraged to achieve to the very best of their ability. They are rewarded both for their efforts and for their

achievements through celebration assemblies and through the award of golden time activities. Pupils are made aware of the needs of others and are regularly involved in supporting younger and newly arrived pupils through the pupil induction programmes. Pupils support the needs of the wider local, national and international communities through regular charity events, a link with Malawi and the growing for the future project. Pupils of all ages are given every opportunity to grow in confidence and to be involved with the continuing development of the school through the establishment of the School Council and through pupil questionnaires. Topics covered are collective worship, development of the school grounds, playtime activities and resources and school lunches. In each of these areas pupil ideas have been taken up and developed. Playtime is now enriched by the friendship stop where members of the School Council provide companionship for those in need. The new school building is well cared for and imaginatively used to meet the needs of the pupils. High quality displays, often with a spiritual and caring theme, showcase pupils' achievements and support teaching and learning. Areas both inside the school and within the grounds are used to support pupils' spiritual, moral, social and cultural development with plans in place to further develop areas of the grounds for quiet reflection and inspiration.

The impact of collective worship on the school community is good.

The policy for worship establishes collective worship at the heart of the school. Worship is Christian and God centred and supports the pupils' spiritual, moral, social and cultural development. It contains prayer, praise, and opportunities for reflection together with the development of a theme. Pupils, staff, governors and parents value collective worship and believe worship to be an important part of the school day. Prayer is well used throughout the day. Pupils' independent planning and delivery of worship illustrates their confidence in and understanding of what makes worship. Their understanding of the Church Year is enhanced throughout each term by the weekly input during worship of both the vicar and bishop's visitor. Whole school worship takes place at the end of each school day and pupil behaviour is generally good. The whole school comes together in the hall where a large and beautifully decorated crucifix designed by a pupil is displayed. A focal point of a burning candle and smaller crucifix, which at times is centrally placed, is used to make special an atmosphere of reflection. Worship is enhanced by the live music provided by the school Tin Whistle group and the school choir. To ensure relevance and appropriate development of themes there is a need to review current practice in the weekly planning and the timing of worship. The village church is regularly used by the whole school as a resource for learning and for the celebration of major Christian festivals and school occasions. This coming together for worship within church is seen by many as an important aspect of the life of the school. The recent rapid growth in pupil numbers makes the attendance of parents and carers no longer possible in such a small church. Families are invited into school when their child's class leads worship. There are plans to further develop parental involvement in worship. The impact of worship on pupils is evaluated through questionnaires and discussion.

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

The Headteacher is outstanding in her commitment to further the development of this highly inclusive school. The leadership and management of the school show a high level of care and concern for all members of the school community and this has been especially effective in the successful relocation of the school into new premises. The new building is well maintained and well resourced to meet the needs of all. There is now a need to review how far the entrance to the school celebrates the distinctive Christian character of the school. The vicar and foundation governors work in close cooperation with the headteacher as they strive to strengthen the strong Christian ethos of this rapidly growing school. The governing body work in close partnership with the headteacher in monitoring, evaluating and developing the school's capacity to provide its pupils with a high quality education. There are strong supportive links with the local church community and with the Diocese. Religious education holds an important place in the curriculum of the school broadening pupils' understanding of Christianity and world faiths. Monitoring and evaluation of teaching and learning in religious education is well established and the coordinator now seeks to develop assessment strategies. Parents believe that they are well-informed important partners. The work of parent teacher association continues to enrich the life of the school while the recently established

school council provides pupils with an effective voice in school development and evaluation. The school has established outstanding links with a wide range of external providers and partners.

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