

National Society Statutory Inspection of Anglican Schools Report

Wolvey Church of England Voluntary Controlled Primary School

Bulkington Road
Wolvey
Hinckley
Leicestershire
LE10 3LA

Diocese: Coventry

Local authority: Warwickshire
Dates of inspection: 12th December 2008
Date of last inspection: December 2005
School's unique reference number: 125677
Headteacher: Richard Moore
Inspector's name and number: Lyn Field NS151

School context

The school serves the village of Wolvey and further afield. Approximately a quarter of the pupils are from Traveller communities with a further quarter coming from a military establishment. This group includes Nepalese pupils who form the largest minority ethnic group in the school. The number of pupils joining and leaving the school during their primary education is significantly above average and those who travel with their families can be away for long periods. The proportion of pupils who speak English as an additional language and those who have difficulties in learning are both higher than is usual in schools of this size.

The distinctiveness and effectiveness of Wolvey Primary as a Church of England school are good

Pupils from all cultures flourish in the inclusive atmosphere of the school and this lies at the heart of its Christian ethos. Pupils are proud of their school and its diverse community. The importance placed on faith clearly enriches what they receive and what they contribute to learning. The headteacher provides clear leadership in a manner that reflects the Christian values of the school.

Established strengths

- The Christian leadership of the headteacher
- The warm and supportive relationships throughout the school
- The confidence and sensitivity of pupils in sharing their beliefs and opinions
- The central role of worship in the school

Focus for development

- To involve governors in monitoring more closely the impact of the Christian ethos on pupils and the sustained impact of improvements that are made.
- To develop the reflective areas in classrooms so that there is more guidance for pupils in independently using the resources for their own spiritual development.

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

Pastoral care is outstanding because of the way new pupils, in particular, are welcomed and made to feel valued. The staff work hard to provide the right support for them and all pupils make good progress. The make up of the elected school council fully reflects the school's diverse community and it is a subject about which its members speak passionately. They clearly believe that learning alongside children from different faiths and cultures both enriches

them as people and inspires them to know more about the world in which they live. Religious education is therefore a popular subject in which they regard other pupils as their 'resident experts'. The spiritual, moral, social and cultural development of pupils is outstanding. They learn to be reflective and compassionate because teachers adjust what they teach to address the immediate concerns and interests of their pupils. For example, RE lessons in Year 3 on the theme of heroes, incorporated work on Remembrance Day and the pupils' own perception of courage in war. Motivational posters and resources around the school, such as the prayer tree, are increasingly well used to challenge pupils' spiritual growth. This is because the focus of these areas changes in line with religious festivals or current events to maintain pupils' interest. The new reflective areas in classrooms are best used when they include questions to prompt further thought. This happens in Year 6 where there is a link to RE lessons in the question, 'Who do you see when you think of Jesus?' In the younger classes, children are excited by role-play areas both inside and outside the classroom to strengthen their knowledge of key Christian stories. These are less well developed for the very youngest children who have limited opportunities to develop their ideas through such well planned play.

The impact of collective worship on the school community is good

Worshipping together as a whole school is central to the school's success as an inclusive Christian community. Pupils of all faiths and backgrounds feel comfortable to take an active part. The trust and honesty that characterise relationships in the school are equally evident in worship. Adults and children worship alongside each other and issues facing different groups of pupils are openly recognised and shared in partner discussion and prayer. Pupils are interested in worship because the resources selected are relevant to the whole range of their abilities and backgrounds. For example, well chosen slides of paintings together with Nicholas Allen's story 'Jesus' Birthday Party' held the attention of adults and children in a Christmas assembly. There is more to do, however, in developing the variety of music and prayer in worship. At present, dancing taught by the Nepalese assistant often features in worship but not enough use is made of other creative activities that take place elsewhere in the curriculum. Pupils' skills in quiet reflection have been carefully developed through a key question for each day. They welcome this guidance in making links between the religious theme and their own experiences. Pupils are confident to talk about what worship means to them and the school recognises the need to involve them more in the planning and delivery of worship.

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

The headteacher has a clear understanding of how the school's commitment to serving its community is rooted in Christian values. This vision is strongly supported by the church and the governors. It underpins the welcome that is extended to families of all cultures and strongly promotes community cohesion. The popularity of the school is rising year by year as it becomes clear that all pupils flourish in this inclusive environment. The headteacher and deputy know the school well and have a clear picture of its strengths and weaknesses. The vicar, as link governor, is a regular and supportive presence in the school. There is complete confidence in the leadership of the headteacher who has given strong direction in addressing the issues of the previous inspection. Pupils say he is generous, kind and makes the right decisions for them. The governors recognise that significant progress has been made but have not monitored this in terms of the impact on the spiritual and academic development of pupils. Much of this progress has been achieved through initiatives led by the Senior Management Team. There has, for example, been a good response to training provided by the diocesan adviser in spiritual development. More reflective questioning has clearly improved teaching in RE, and areas to stimulate prayer and quiet thought have been introduced. However, a close enough watch is not kept on how the impact of these changes is sustained and how, once established, it might develop further in the hands of skilled teachers. Parents value the links with the church, especially the special services for Christmas and Easter and feel that their children gain insight into the true meaning of these festivals.