

National Society Statutory Inspection of Anglican Schools Report

Woodbury Salterton Church of England Voluntary Aided School,

Stony Lane,
Woodbury Salterton
Devon
EX5 1PP

Diocese: Exeter

Local authority: Devon

Dates of inspection: 23rd May 2007

Date of last inspection: May 2001

School's unique reference number: 113441

Headteacher: Mrs Sian Lane

Inspector's name and number: Mr Roger Guest No 206

School context

Woodbury Salterton school has 102 pupils on its roll. It is situated in the village of Woodbury Salterton near to the city of Exeter in Devonshire. The vast majority of pupils are of White British origin and come from neighbouring villages as well as Woodbury Salterton or travel from Exeter. The proportion of pupils with learning difficulties is average. The present headteacher took post in January 2006.

The distinctiveness and effectiveness of Woodbury Salterton as a Church of England school are good

Woodbury Salterton C of E Aided Primary School is a good Church of England Primary School, which effectively promotes learning within a distinctive Christian environment. The leadership and vision of the relatively recently appointed head teacher, assisted by a committed team, has been crucial in the development of the school's strong Christian ethos.

Established strengths

- A committed and effective headteacher is successfully promoting a shared vision for the school's development as a Christian caring community.
- Worship is a strong and supportive aspect of the life of the school, which is valued, by pupils and staff alike.
- Pupils flourish as individuals and exhibit genuine concern for the needs, beliefs and feelings of others.

Focus for development

- To monitor teaching in Religious Education and implement strategies to ensure consistency of standards of teaching and learning.
- To develop pupils' understanding of the wider Anglican traditions and practice.

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

All pupils feel a special part of the school. They are expected to give their best whatever their gifts or talents and do so readily. Pupils willingly support each other and the wider community. Older pupils are supportive of younger ones and take pride in reconciling minor playground difficulties. Conflicts, which are rare, are dealt with fairly. Christian values permeate relationships within the school and as a result pupils are developing into thoughtful, caring individuals. Pupils reach high standards of attainment. This is not yet consistently the

case within Religious Education. The pupils' spiritual, moral and social development is of a good quality. This has been instrumental in the school's recent acquisition of a Healthy School's Award. Furthermore, it has also led to some year 6 pupils asking if they could become confirmed. Pupils' views and concerns are listened to carefully within an ethos of respect for each others' needs. The distinctive Christian character of Woodbury Salterton results in an inclusive environment where each individual feels of value. The internal school environment supports its Christian nature. Prominent displays, including focus corners in each classroom and the school's Prayer Tree, support worship and work in Religious Education. The exterior environment and school signs do not emphasise the valuable work of a Christian nature, which is taking place in the school.

The impact of collective worship on the school community is good

Worship is crucial to the life of the school. Acts of Worship are well planned and presented but the effects are not yet monitored. This effectively develops the spirituality of responsive pupils. The way in which the school managed the classroom environment to achieve worship of such quality is good. Pupils articulate their fondness for worship, especially for singing, which they do well and with feeling. Pupils and staff take strength from worship with them during the school day. This is evident in the resulting good behaviour and positive relationships which exist in the school. Staff fully participate in, and take turns in leading worship. Within worship reflection and silence is well used to stimulate spiritual awareness. Pupils are responsive to prayer. The school's prayer box for both personal and public prayers stimulates pupils to pray. The school observes the major Christian festivals of the Church's year. Pupils know and use the Lord's Prayer with feeling and understand its meaning in everyday language. Links with the Parish Church adjoining the school site are secure and mutually supportive although a Eucharist is not offered. Pupils were not able to explain many of our Anglican traditions and symbolism. Their knowledge of other formal prayers and Christian greetings is not developed. The evaluation of Acts of Worship after delivery is not taking place, but the head has just developed the means to start this.

The effectiveness of the religious education is satisfactory

The standard of pupils' work seen in books, displays and in conversation with pupils was satisfactory. Lessons are appropriately planned in line with the Diocesan Syllabus. The school is successfully incorporating new Diocesan material into its lesson plans. However pupil attainment in other subjects of the curriculum is higher than that found in Religious Education. This is a result of inconsistencies in teaching standards and expectations. The headteacher has not yet monitored teaching in Religious Education. The school has attempted some moderation of pupils' work, but assessment is at an early stage of development. Cross-curricular links however are strong, and Religious Education is well used in other subjects, notably English and Art. Pieces of persuasive writing by pupils encouraging Church attendance were of a good standard. Pupils demonstrated an awareness of church life and understanding of the church's function. This demonstrates that the school is well placed to improve its work in Religious Education. Pupils are receptive to Religious Education teaching and their behaviour and attitudes in lessons is good. A fully inclusive Christian environment ensures pupils have similar responses to the subject whatever their background may be. Learners have a satisfactory knowledge of the Christian Faith and some knowledge of Anglican tradition. Few opportunities are given to explore the distinctively Anglican tradition of the Christian Church. Although Religious Education is adequately resourced and staffed, the subject has not been a development priority during the present headteacher's tenure. The amount of curriculum time devoted to Religious Education is approximately in line with the Diocesan Syllabus expectations.

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

The governing body, the head teacher and a committed staff have been effective in promoting the vision for the school. Links with the local Parish Church and its vicar are strong and fully appreciated. This results in both pupils and staff having a strong sense of belonging

to a Christian family. The governing body has effective strategies in place for informing itself of the school's progress. This includes regular visits to the school and feedback to Governing Body meetings. The dedicated headteacher and her committed staff share the vision of the school as a caring Christian community, which has worship at its centre, and fully contribute to its development. Their commitment to and affirmation of worship, is noticeably strong. The school's effectiveness is yet to be fully developed in Religious Education. Staff professional development in this area has been restricted and consequently some lessons have not had sufficient focus or challenge. Through accurate self-evaluation procedures the school is aware of this. Parents are supportive of the manner in which the school listens to their views and acts upon them. Staff recruitment and induction procedures emphasise the Christian ethos of the school.

SIAS report May 2007 Woobury Salterton C of E VA School EX5 1PP