



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Wilby Church of England Voluntary Aided Primary School

Church Lane
Wellingborough
Northamptonshire
NN8 2UG

Diocese: Peterborough

Local authority: Northamptonshire

Date of inspection: 18th June 2014

Date of last inspection: 17th March 2009

School's unique reference number: 122033

Headteacher: Miss Lisa Pearce

Inspector's name and number: Mrs Janet Northing 792

School context

Wilby is a small village primary school located on the edge of Wellingborough. Approximately a fifth of the pupils live in the village with others coming from the nearby town. Most pupils are of white British origin. The proportion of pupils known to be eligible for free school meals is below average.

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

- The school's Christian character explicitly promotes an environment in which pupils are nurtured and valued
- Collective worship plays an important part in the life of the school and positively influences attitudes, behaviour and relationships
- The high profile of religious education (RE) within the school curriculum means that learners have a secure knowledge of the key aspects of Christianity and the Bible

Areas to improve

- Secure governor involvement in the formal system of monitoring and evaluation of the school, which includes contributing to the setting of precise and measurable action points
- Develop the interpretation of spirituality shared across the school community in order to promote a personal spirituality that can be confidently and clearly expressed
- Make the Trinitarian nature of Christianity explicit within worship to develop learners' understanding of God as Father, Son and Holy Spirit

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

The distinctive Christian character of the school is clearly demonstrated through its

commitment to the spiritual, moral, social and cultural (SMSC) development of all learners. Children and families benefit from being part of an inclusive and nurturing church school community where Christian values are clearly linked to Biblical teaching, and the life of Jesus Christ. Parents speak positively about the impact of the school's Christian ethos that focuses on the unique value and development of the whole child. When reflecting on their fundraising for charitable organisations pupils readily articulate that the Christian faith teaches that they should treat others, as they would like to be treated themselves. School data for this academic year shows the positive impact of the Christian character of the school with evidence of accelerated progress for all learners and attainment that is at or above the national average for the end of Key Stage 2. Relationships between all members of the school community are built on trust and mutual respect linked to the Christian values of the school. This impacts positively upon pupil behaviour and levels of attendance that remain consistently above average. RE makes a significant impact on the lives of the pupils demonstrated in their understanding and respect for cultures other than their own. Learners understand that Christianity is a multi-cultural world faith and that there are other faith communities that express their faith in distinct ways. The school environment promotes the Christian character of the school through religious artefacts and displays. A prayer wall in the hall provides a focus for children's own prayers and allows space for reflection. Whilst pupils link provision in worship and RE as ways for them to explore spirituality there are not enough high quality opportunities across the curriculum as a whole to enable them to express their views clearly, confidently and in depth. Currently governors are not involved in the monitoring and evaluation of the impact of the school's distinctive Christian character on learners.

The impact of collective worship on the school community is good

Collective worship plays an important part in the life of the school and through opportunities for prayer and reflection enhances the SMSC development of all pupils. Understanding of the school's Christian values is increased through links to Bible stories. An act of worship on the value of friendship focused on the Old Testament story of Jonathan and David. Children were involved in a dramatic re-telling of the story and time for reflection provided space for spiritual development. A prayer wall gives opportunities for pupils to write their own prayers for use in worship. Pupils know the Lord's Prayer and the meaning behind it. One child described prayer as talking to God and another that if we didn't pray then it would be the same as not talking to your best friend. As a result of the sound theological basis of collective worship pupils understand the importance of the person of Jesus Christ in the Christian faith. Pupils are familiar with the concept of Father, Son and Holy Spirit, but as yet, find it hard to explain what this means to them. A focus for development from the last inspection identified the need for governors and pupils to be more engaged in raising the quality of acts of worship through effective planning, monitoring and evaluation. Systematic plans for collective worship focus on the school's Christian values and Christian religious festivals. Planning is informed by evaluations carried out on a weekly basis by staff and pupils. Governors attend acts of worship, provide feedback to staff and have sought the views of pupils resulting in their greater involvement through drama and leading prayers. Although a formalised system for governor monitoring of collective worship is not in place the school has made significant progress in this area. Links with St Mary's are good with the whole school community, including parents, attending church every Thursday for worship. Adults and pupils value these visits to church and recognise the way it deepens their understanding of the Christian faith and enriches their experience of Anglican tradition.

The effectiveness of the religious education is good

A focus for development from the last inspection highlighted the need to increase pupils' multicultural development by providing more opportunities to learn about faiths and cultures other than their own. Through a global and creative curriculum, that includes RE, pupils' understanding of the beliefs, practices and value systems of other faiths has deepened along with their appreciation of the impact of religion on believers. In a good Year 3/4 RE lesson pupils demonstrated sound enquiry and interpretative skills to discover why Muslims fast during Ramadan. This led to a time of reflection on religious identity and commitment. The school has made good progress in addressing this aspect of RE. In addition the last inspection required that the school should raise standards in teaching and learning by more rigorous monitoring and focused marking of children's work. The RE subject leader and RE governor now carry out regular monitoring of the subject through: formal observations with feedback, regular work scrutiny, focused marking of work and pupil questionnaires. Two good and one outstanding RE lesson were observed which confirms the school's judgement that the quality of RE is now consistently good. This has contributed to a significant improvement in attainment that is now above national expectations at the end of Key Stage 1 and 2. The school has therefore made good progress in this area since the last inspection. RE has a high profile in the school curriculum with time allocated to the subject exceeding statutory requirements. Two thirds of the units studied have a Christian focus that means learners have a good knowledge of many of the key aspects of Christianity and the Bible. RE makes a good contribution to the Christian values of the school and to the SMSC development of the children. The vicar in his role as RE governor has led a series of staff meetings on the Church, the Bible and the use of parables. This has enhanced the knowledge and understanding of the teaching staff and had a positive impact on both the delivery of RE and outcomes for the children.

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

Since the last inspection the leadership, commitment and Christian vision of the headteacher have been key elements in the on-going development of Wilby as a church school. In addition her leadership of RE and collective worship have led to improvements in practice with clear benefits for learners. Arrangements for RE and collective worship exceed statutory requirements. The distinctive Christian character of the school promotes a positive attitude to learning made evident in the improving levels of progress and academic achievement for all pupils irrespective of their starting points. Distributive leadership provides opportunities for older pupils to take on a range of responsibilities. This enables the Christian values to be practically expressed through service to the school community. Parents are affirming of the Christian values and talk positively about the consistent Christian nurture that their children receive at the school. The RE and collective worship leader receives good support from the vicar, who is also a foundation governor, resulting in improvements to practice and outcomes for the pupils. His delivery of staff training, and diocesan training accessed by governors, has contributed to their development as future leaders of church schools. Links with St Mary's further support the strong Christian character of the school enriching the spiritual lives of adults and learners. Governors are committed to the Christian vision of the school but not yet fully involved in the on-going monitoring and evaluation of the school's distinctive Christian character.

SIAMS report June 2014 Wilby CEVA Primary School Wellingborough NN8 2UG