



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Wroot Travis Charity Church of England Voluntary Controlled Primary School

Field Lane
Wroot
Nr Doncaster
South Yorkshire
DN2 2BN

Previous SIAS Grade: Good

Current Inspection Grade: Good

Diocese: Lincoln

Local authority: North Lincolnshire
Date of inspection: 29 June 2016
Date of last inspection: 1 July 2011
School's unique reference number: 118022
Headteacher: Christine Cook
Inspector's name and number: John Gibbs 818

School context

The school is smaller than average having 47 children on roll. The number of pupils in receipt of pupil premium and the percentage of ethnic minority children is below average. The vast majority of pupils come from white British backgrounds. The proportion of children with special educational needs and disabilities is also below the national average. The school has a close relationship with the local parish church of St Pancras.

The distinctiveness and effectiveness of Wroot Travis Charity Primary School as a Church of England school are good

- The Christian ethos is well established and explicit. Christian values are understood, shared, and consistently lived out by the whole school community.
- Children behave well and the school's Christian character and values have a major impact on their spiritual, moral, social and cultural (SMSC) development.
- A nurturing Christian environment underpins high quality teaching and learning experiences for all pupils that contribute to their academic achievement and personal development.

Areas to improve

- Develop classroom spiritual areas and an outdoor peace garden to widen the breadth of children's personal reflection.
- Involve children to a greater extent in planning and delivering collective worship so that they have more ownership of how worship themes impact on their own lives.
- Develop children's awareness of Christianity as a multi-cultural world so that their understanding of and respect for diversity is increased.

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

This is a happy and caring school where explicit Christian values of hope, peace, respect, friendship and forgiveness are well embedded within school life. These values are understood by the children who have an impressive knowledge of stories in the Bible. They describe how Christian values underpin their achievements and also their daily life. For example one child described how friendship helped them welcome a child new to the school. Relationships between all members of the school community are very good and staff and children respect and value each other very positively. As one child said, 'We are a small school; we all know each other and look after each other, especially the little ones.' Parents speak glowingly of the school's distinctively Christian ethos and its inclusivity. One parent said, 'Everyone here is so friendly. The school is very inclusive and was very supportive of my child's difficulties when we moved here. The values the school gives to my children will stay with them for life.' Children are well supported in their learning and pastorally in a very positive environment supported by good quality teaching and learning experiences. Above average levels of attendance and lack of exclusions are supported by positive encouragement and high behaviour expectations. The school makes effective use of its environment to celebrate its Christian foundation and to nurture the moral, social and cultural development of pupils. Examples include classroom and hall displays of the school's Christian values. The school's link with a primary school in Bradford helps to raise the children's awareness of diversity of modern Britain but their knowledge of Christianity as a worldwide multi-cultural faith is not developed. Religious education (RE) makes a major contribution to children's SMSC development by supporting their knowledge of Christianity and the other major world religions. Children are motivated to support and fundraise for a wide range of charities. One child said, 'We need to help people who are not as lucky as we are and the things we do to raise money for them are really fun.'

The impact of collective worship on the school community is good

Worship is an important part of the school day. It is a joyful occasion when the whole school community joins together in celebration and prayer. Worship includes the extensive use of Bible stories that deliver themes clearly related to the school's values. Children describe the impact of these worship themes with perception and positivity. They enjoy the variety of collective worship experiences provided by the school and contribute through writing prayers and enjoy singing a wide variety of hymns. There are a range of worship styles led by various contributors including staff, local clergy and outside speakers. This contributes to the children's understanding of different Christian traditions in worship and the seasons of the church's year. Similarly, the celebration of festivals in the church year enhances the worship programme by developing an understanding of Anglican tradition and practice. Children are aware of the Trinity and are able to talk about God as Father, Son and Holy Spirit with a developing measure of understanding. There is a very strong relationship between school and local church. This is appreciated by children and parents who value the regular opportunities to attend school acts of worship in church. Children's attitude to prayer is respectful and positive. They know a variety of prayers and make regular contributions to a prayer book as well as in acts of worship. Children have some opportunities to be involved in worship but the extent to which they regularly plan and lead how worship themes are explored have not yet been fully realised. Collective worship is effectively monitored by foundation governors with the headteacher and this informs the school development plan. Opportunities for reflection are less well developed, there are no reflection areas in the classroom or school grounds and there are limited opportunities throughout the school day to develop children's' understanding of personal prayer as a key part of their own spiritual journey.

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

The headteacher and governors have a well developed vision for the school which they articulate with confidence and clarity and which is rooted in distinctively Christian values. They are effective in promoting the continual development of the school's Christian ethos which has continued to thrive since the last inspection. The vision is clearly expressed in documentation

including comprehensive action plans for both RE and collective worship. These have ensured that RE and collective worship feature as key areas for development and improvement. The headteacher and governors model active Christian leadership in their work and this has a major impact on the well-being of the whole school community. Leadership is not yet outstanding because the school does not have a strategic plan for developing the staff and governors as church school leaders and evaluation strategies on the overall effectiveness of the school as a church school are not embedded. Parents and pupils feel that their views are sought and valued by school leaders. Team spirit in the school is high and members of staff are extremely positive about relationships within the school. The school's Christian vision impacts positively on the standards of behaviour and achievement in the school. The quality of the partnership between the school and the local community and diocese is good and has a major impact on the children's understanding of local, national and global communities. School self-evaluation is realistic leading to effective improvement strategies which meet the needs of learners in all areas. Collective worship and RE meet statutory requirements and are well led and managed by the headteacher. They contribute effectively to children's' understanding of Christian values. Members of staff work hard to build a strong partnership with parents who cite the school's Christian ethos as a contributory factor for choosing the school. The areas for improvement of the previous inspection have been met in full.

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