



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Woodley Church of England Primary School

Hurricane Way  
Woodley, Berkshire  
RG54UX

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: Oxford**

Local authority: Wokingham

Dates of inspection: 2 March 2016

Date of last inspection: 12 January 2011

School's unique reference number: 109988

Headteacher: Ann Dee

Inspector's name and number: Joanne Daly 843

#### School context

The school is a slightly larger than average sized primary schools with 316 pupils on role. Most pupils are white British. The proportion of pupils eligible for free school meals is below average and the proportion of disabled pupils or those with special education needs is broadly in line with the national average. The current headteacher has been in post since 2007

#### The distinctiveness and effectiveness of Woodley as a Church of England school are good

- The influence of the headteacher in establishing a clear Christian vision for the school based on Christian values and supported by governors and staff , has resulted in behaviour that is good and in relationships that are strong, positive and nurturing throughout the school community
- A strong focus on prayer in the life of the school contributes to the attitude of care and respect in the community and leads to charitable acts by the school and pupils
- The effective and committed leadership of the RE subject leader and the high profile given to the subject in the curriculum enables pupils to develop a respect for diversity and difference
- The links with local churches help to enhance the Christian character of the school

#### Areas to improve

- Improve monitoring and evaluation of Christian distinctiveness, RE and worship by leaders and governors so that it is rigorous and robust and results in well focused action plans that demonstrably lead to improvement.
- To identify regular opportunities for pupils to independently plan as well as lead worship and further develop their awareness of different Anglican traditions and practices
- To explore ways to explain the Trinity in RE and worship to develop learners' age appropriate 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**

Woodley school lives out its Christian foundation through its vision statement that says 'each person is unique and accepted as a Child of God' and through its six core Christian values. These values are clearly expressed around the school and are known by the school community, most of whom can articulate their Christian origins. Each value is a half termly focus and is explicitly shared through collective worship and newsletters home to parents with an accompanying biblical verse linked to that value. This helps to reinforce the values as Christian values to the whole community. It is these values that drive the school and result in good behaviour and relationships that are positive and nurturing. Pupils say that the school values 'show us how we can be a good person and how Christians behave'. The school demonstrates its Christian character well in the way it encourages good attendance and punctuality. Attendance although still slightly below the national average, is improving. The school's caring and nurturing ethos creates within the pupils a desire to learn and achieve. Any dips in progress and attainment are addressed quickly through school development planning. Good relationships between all members of the community are a strength and result in children wanting to come to school. Parents and carers speak very highly of the 'nurturing caring nature' of the school and particularly of the headteacher who lives out the values by making sure that pastoral care and support is given to everyone in the school including parents. One parent said 'It's like a family here' and staff say that 'the school has a real moral purpose. We support each other. We are a family'. The school considers what spirituality means to them. With this in mind good use is made of the worship, the school curriculum and environment to develop a wide range of opportunities for pupils to develop their spirituality and moral, social and cultural development (SMSC). However the school does not yet have a clear interpretation of spirituality which is shared across the whole school community. RE makes a positive contribution to pupils' SMSC development and to the Christian character of the school. In RE pupils share their views openly and express well thought out responses to challenging questions showing their depth of learning. Pupils articulate and value the opportunities they are given to learn about different faiths. They are able to explore other faiths through 'big questions' and by being given regular opportunities to talk to visitors from other faiths such as a recent visit by a Jewish Rabbi. In this way pupils are able to develop a wider cultural awareness and show respect for diversity and difference. The Christian character of the school is further seen in the action pupils take to support those less fortunate than themselves through charity events. They see this as one of their responsibilities.

## **The impact of collective worship on the school community is good**

Collective worship is a positive experience that all stakeholders value because it brings them together as a Christian community. Pupils recognise its importance as a 'time when we can reflect and think about what we are going to do in the day and talk directly to God'. Staff see worship as a 'time to be united and take time to reflect'. Parents also speak of how worship is important to them and how it helps them to be part of the worshipping 'family'. The impact of worship is clearly seen in all aspects of school life including in good attitudes and behaviour of pupils and in positive, caring relationships throughout the school community. Collective worship planning includes reference to Biblical materials, the teachings of the person of Jesus Christ and Christian traditions. Development of this in class and phase worship would further deepen the children's knowledge and understanding of Christian traditions in worship. Pupils have an awareness of God as Father, Son and the Holy Spirit but as yet they are not able to talk about this with understanding. Although pupils lead worship they do not yet regularly plan and lead worship that they can shape for themselves. Greater opportunities for them to plan and lead worship would help to further develop their understanding of the Trinity and of different Christian traditions in worship. Prayer is a strength in the school and is valued by pupils as a time to 'ask God for forgiveness and to talk to him about good and bad things and tell him when we are excited'. Pupils say that they use prayer in their own lives including saying prayers before bedtime. They talk enthusiastically about how they write and read their own prayers in

school and in worship and say prayers at lunchtime and at the end of the school day. Pupils are encouraged to come up and say spontaneous prayers in worship. The school's focus on prayer was highlighted in the school's recent involvement in a week of prayer for Christian unity. The school has areas inside and outside school for reflection including a 'Rainbow Garden' where pupils are able to reflect and sit quietly. There is a slate river where pupils can put in a pebble as a symbol of remembrance for any bereavements they have experienced. Pupils speak positively about the involvement of the clergy and staff in worship and of their opportunities to worship in church as well as school. A recent visit by a Rabbi gave pupils a broader understanding of worship and how other faith traditions express this. Some monitoring and evaluation of worship is undertaken and feedback sought and this prompts small changes to worship. However monitoring by leaders is not rigorous and robust enough. It does not fully evaluate and monitor worship against the SIAMS framework to identify where improvements in the quality of worship are required and then follow this up to check for impact.

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

The school's Christian character is clearly articulated and promoted by the headteacher and governors and all members of staff share the vision and values for the school. All members of the community were consulted by the headteacher in selecting the school's six values for the school which are truth, peace, respect, love, friendship and freedom and these are linked to biblical teachings and reflect the Christian foundation of the school. Leaders and members of staff describe how the chosen values support them in their work as a committed team where there is mutual appreciation and support of each other. The school is aware of the recent drop in Key Stage 2 attainment and progress and is working hard to address this. Although the Statutory Inspection of Anglican and Methodist School (SIAMS) is included on the school development plan and leaders, including governors, do carry out some monitoring and evaluation, this is mainly of worship and resulting improvements are not necessarily clear. Monitoring and evaluation of Christian distinctiveness, RE and worship must be rigorous and extensive and result in well focused action plans that demonstrably lead to improvement. The areas for development from the last report have been addressed but these are to be continued and developed. Due to the commitment of leaders, worship, RE and the wider curriculum are informed by the school's values. The RE leader, although new to her role in September has had very careful support and induction, She demonstrates an infectious enthusiasm for the subject and her guidance helps and supports other teachers to deliver good RE teaching in the school. She is involved in monitoring RE to improve the quality of the subject. RE and collective worship meet statutory requirements. Professional development of all staff is linked to the school development plan and appraisals. Staff are encouraged to become leaders within the school and supported to do this. This further strengthens the school's Anglican character and develops middle leadership across the school. Governors planned well for succession in the recent appointment of a new headteacher for September 2016. They involved all stakeholders, including parents, and through careful planning and involvement of the school community, ensured that the Christian values, practices and ethos of the school are secure. Partnerships between the school, the church, the local community and the diocese contribute to school life and help the school to develop and grow as a church school. The headteacher works with dedication and determination to promote the Christian character of the school and through her Christian leadership a strong sense of trust has developed at all levels within the school and with the local community. Parents hold the school in high regard as a Church of England school.

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