



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Woodville Church of England Voluntary Controlled Junior School

High Street,  
Woodville,  
Swadlincote,  
DE11 7EA

**Previous SIAMS grade: Satisfactory**  
**Current inspection grade: Good**

#### Diocese: Leicester

Local authority: Derbyshire  
Dates of inspection: 7<sup>th</sup> May 2015  
Date of last inspection: April 2012  
School's unique reference number: 112865  
Headteacher: Wayne Simmons (Acting)  
Inspector's name and number: Alan Thornsby 137

#### School context

Woodville C of E school is a large junior school with 286 pupils on roll. Most are of White British backgrounds. There is an above average proportion of pupils eligible for pupil premium funding. The proportions of disabled pupils and those supported at school action are high, although the proportions at school action plus or with a statement of special educational needs are below average. An increasing number of pupils join the school later than Year 3. The school is to form a federation with the on-site infant school in September 2015.

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

- The commitment of the headteacher and religious education (RE) / collective worship subject leader has successfully raised the profiles of RE and worship as major elements of the distinctive Christian character of the school.
- Spiritual, moral, social and cultural development of pupils is a strength because opportunities are securely identified, linked throughout the curriculum and underpinned by Christian values.
- Pupils fully understand the distinctive Christian character of the school and relate how Christian values support their respect for other people and the environment.

#### Areas to improve

- Put in place a rigorous system for self-evaluation as a church school that brings together the current range of monitoring in order to ensure that the distinctive Christian character of the school is maintained and developed following federation.
- Increase the spiritual development of pupils through greater opportunities to regularly plan and deliver whole school acts of worship.
- Ensure that the role of foundation governors is fully understood and developed through diocesan training.

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

The school has an inclusive, welcoming and caring Christian ethos in which Christian values are, the headteacher describes, 'always there in every lesson and class, like the fruit in a cake'. Pupils readily explain the significance of the school motto 'opening the door to life and learning' and the symbolism of the school logo. The distinctive Christian character is celebrated throughout the school in RE and worship displays. Relationships, behaviour and attitudes to learning are good, supported by a range of incentives. Staff describe how Christian values inform their 'moral compass'. This results in purposeful teaching with high expectations that 'go above and beyond' to create challenging, supportive and enjoyable learning. Children recognise the importance of choosing their levels of challenge and having the perseverance to succeed. They know that they are valued and respected. They are very aware of the differences between right and wrong and have the confidence to talk about faith because of respect for the points of view of others. This also results in good attendance. A well-established marking scheme 'Think pink, go green' enables staff to monitor learning and ensure that all groups of pupils make good progress. Spiritual, moral, social and cultural development (SMSC) is a strength of the school with opportunities identified in each curriculum area. A range of visits and out of school activities enhances this. The pupil voice in the school council supports children's efforts in 'making the school a better place'. Children have opportunities to sustain God's creation and the environment through the Eco club and school garden. Religious education (RE) has a high priority within the school, effectively led by an enthusiastic subject leader. She ensures all staff have the knowledge, confidence and skills to challenge children's thinking and their understanding of Christianity and other global faiths. Visits to a number of different places of worship support children's understanding of other religions. An annual RE day gives a focussed time to explore a range of activities at a deeper level. RE also reinforces respect and tolerance, with children commenting 'We learn how to behave to each other. We are not just selfish and learn about Christianity'.

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

The headteacher and worship co-ordinator have raised the profile of worship by successfully addressing the developments from the previous inspection. Worship now has a high profile in the life of the school. Themes based on 'Christian values for Life' and the Social and Emotional Aspects of Learning (SEAL) are being replaced with 'Roots and Fruits'. This is a programme linked to the Bible and seasons of the church year which gives more time to explore the Christian basis of the school's values. The themes, planned by the headteacher and subject leaders, are shared with the clergy and foundation governors. Pupils experience a range of worship formats, all of which reflect the Anglican worship elements of welcome, learning, reflection and response. Children understand the Christian symbols and liturgical colours that form the focal point for worship. Pupils and adults create a respectful atmosphere with entry and dismissal to music for worship and share songs, prayer and reflection times. These support the ability of pupils to relate themes to everyday life. Opportunities for reflection and discussion in class worship promote the deeper thinking of pupils. Class assemblies provide well-planned opportunities to explore current themes at age appropriate levels. Each class leads whole school worship once each year, with children effectively using their Biblical knowledge to further spiritual thinking. Pupils have a good understanding of the life of Jesus. The welcome and lighting of three candles reinforces the Trinity, recognised by children as 'the wisdom of God the Father, the friendship of God the Son and the guidance of the Holy Spirit'. The sharing of worship boxes and resources across school reinforces this. Prayer has a high profile in school with opportunities for children to create their own prayers in class prayer books. The Lord's Prayer, school and class prayers are used and displayed in the classroom reflection areas. The school has close links with St. Stephen's church. The vicar regularly leads worship in school and at festival services. These include the use of a simplified Eucharist service at Pentecost. Children take part in worship in church, sharing readings, prayers and musical contributions. However, pupils currently have limited opportunities to plan and deliver whole school acts of worship. Parents are informed of worship themes in regular newsletters and offer comments about acts of worship in the 'Reflections book'. Each year group monitors worship each Monday to add to the range of informal and formal evaluations of worship. Governors also contribute to the monitoring of worship that has, for example, resulted in the change to the 'Roots and Fruits' programme.

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

The Christian vision is understood and shared by everyone in school because the school motto and logo securely underpin the practice and policy of the school. It is explained by the headteacher as 'With children at the centre of the school, our Christian belief makes us who we are for children'. Staff and governors all recognise the Christian distinctiveness of the school that results from the impact of Christian values. However, this impact is not prominently reflected on the school website. The staff are a happy cohesive team, moving forward together in the same direction. The comment 'you can't share our values unless you believe and live them', illustrates the commitment of adults in the school. The headteacher and RE leader have successfully raised the profiles of RE and worship as elements of the distinctive Christian character of the school. Staff and governors share the understanding of good practice in an effective church school in training sessions, visits and discussions. The school visit record identifies the purpose of the visit and opportunities to comment and discuss issues with the headteacher or governing body. Learning walks by senior leaders and governors assess the profile of the Christian character and regular and informal discussions evaluate effectiveness as a church school. These add to governors' understanding of the distinctive nature of the school. The chair of governors has led discussions to identify the knowledge and skills needed for all governors to carry out their role effectively. The standing agenda item 'What have we achieved tonight that will make a difference to the children in school?' further promotes the understanding of their roles. The range of monitoring procedures informs the school development plan and identifies specific areas for development. This includes the need to 'develop the expertise and role of foundation governors in order to effectively evaluate the school as a church school'. This is a previous development point that has not been completed. Parents recognise the impact of Christian values and the links with St Stephen's church that shape the academic and personal development of their children. They comment on how the children are caring of each other and know how to make the right decision because of the ethos of the school. Links with St Stephen's church are furthered through use of the school by the church for social events. The school makes regular contributions to the parish magazine and has displays of work in the church. Governors and senior leaders have been fully involved in the process for federation with the on-site infant school. Attention has rightly been given to systems for keeping a check that the school's distinctive Christian character is maintained following the federation with a non-church school.