



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Wychwood Church of England Voluntary Controlled Primary School

Milton Road
Shipton-Under-Wychwood
Chipping Norton
OX7 6BD

Previous SIAMS grade: Satisfactory

Current inspection grade: Good

Diocese: Oxford

Local authority: Oxfordshire

Dates of inspection: 4 May 2016

Date of last inspection: 6 April 2011

School's unique reference number: 123176

Headteacher: Joseph Rubba

Inspector's name and number: Lesley Turville 732

School context

Wychwood is an average sized primary school with 286 children on roll. Pupils are mainly White British in origin and come from the Wychwoods and other local villages. The proportion of pupils who are eligible for additional government funding is below average. The deputy-headteacher has been in post since September 2014 and the headteacher was appointed in September 2015. The school was inspected by Ofsted in November 2015 and was judged to be good.

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

- The new headteacher and the existing religious education (RE) co-ordinator articulate a clear understanding of how to develop the Christian distinctiveness of the school based on accurate self evaluation.
- Spiritual, moral, social and cultural (SMSC) development is a strength because of the strong emphasis on personal reflection driven by the school's reflection monitors, cultural awareness, individual care and Christian values.
- Strong, mutually beneficial links with the local church means that collective worship is central to the life of the school, reflects Anglican traditions and practices and sets the school values within a Christian context.

Areas to improve

- Revisit the school's mission statement and values with all stakeholders in order to clearly define their Christian foundation and then ensure that this is articulated in policy and practice.
- Ensure that systems for monitoring and evaluating the impact of the school's distinctive Christian character are formalised and embedded into school leadership practice to ensure continued improvement.
- Develop the use of the school's outdoor environment to provide opportunities for reflection similar to those provided inside the school.

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

The values which drive relationships, behaviour and attitudes to learning in the daily life of the school are made explicit through newsletters, displays and assembly themes. They are understood to be Christian by the pupils and adults through links made in collective worship to the teachings and life of Jesus. This understanding is not articulated in school documentation and policies. Pupils are able to talk about these Christian values and the impact they have on their daily lives. Consequently they behave well in school, care for each other and have positive attitudes to their learning. Adults live out the Christian ethos, of valuing each individual through providing carefully planned interventions and nurture groups. These ensure that the wellbeing of all pupils is taken into account and that their needs are met academically and socially. As a result, pupils' academic achievement is good and they are confident and articulate. Parents are confident that the school's values enable their children to achieve well and they recognise the support given to their children by staff, claiming that 'everyone listens and always acts quickly'. The Christian character of the school contributes particularly well to pupils' SMSC development. Pupil spirituality is developed through the excellent values based reflection areas in each class which are well used because they are planned to be interactive. They are created and championed by the reflection area monitors who take their role very seriously. Similar opportunities are not yet available in the school grounds although forest school provision has started as a club. An annual RE day is used to provide prayer spaces as well as extended time to explore curriculum themes. This is valued by parents and pupils and provides time to reflect and discuss more deeply. Excellent relationships are modelled by staff and reflected by pupils. This extends to giving support for those outside of school who are less fortunate than themselves. The annual International Week is regarded by all stakeholders as a strength providing pupils with exciting opportunities to meet with and learn from people from other cultures and faiths. Through this and the opportunities to learn about other faiths in RE pupils have an understanding of Christianity as a multi-cultural world faith and show respect for diversity and difference. As a result of the new enquiry based RE curriculum pupils are keen to share what they believe and listen to others. They say 'we know it is ok to have a different opinion'.

The impact of collective worship on the school community is good

Pupils value collective worship, here called assemblies, as a time to come together, pray, listen to Bible stories and learn 'how to be good people'. They also value the chance to celebrate special achievements and thoughtful behaviour. They enjoy singing hymns carefully chosen to relate to the Christian value being explored and do so enthusiastically. Schedules are planned with local clergy and themes are based on values and the main events and seasons of the church year. This ensures that they are always distinctly Christian in content and set the values within a Christian context. As a result, children have a good knowledge of Bible stories and the life of Jesus. They also have an age appropriate understanding of the Trinity explaining that 'God is eternal and that Jesus was sent for a time to show God and that the Spirit is also eternal and with us'. Pupils demonstrate an understanding of Anglican traditions and practices through the writing of prayers and 'special sentences' linked to the themes used to open collective worship. Links between worship and the reflection areas in classes help to strengthen themes and allow pupils to respond personally. These areas are used frequently and enthusiastically by pupils of all ages who are keen to talk about their experiences. This personal reflection leads to pupils being aware of the needs of others in a wider context and taking action through charitable giving. Prayers written here are then used in future assemblies and at lunch times. The reflection monitors have started planning and leading collective worship at the beginning of each new 'value' to introduce the reflection activities but as yet other members of the school don't have the same opportunities to plan and lead. Members of the Anglican church lead worship on a weekly basis and are frequent visitors to the school and well known to pupils. This means that pupils are comfortable when they prepare and lead aspects of services in the church. Families are invited to attend these and the annual prayer spaces and value the opportunity to do so and

to feel part of the family. The senior leaders have been involved in evaluating the pattern of assemblies which has led to changes in timing and content to ensure that all are acts of worship and that celebration of classwork is kept separate. As yet children have not had a chance to feed into this evaluation and to influence practice. Governors are frequent visitors to assemblies and report back to meetings but aren't as yet measuring impact.

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

The new headteacher articulates a clear Christian vision based on transformational Christian values and the desire to see every children reach their potential. Working closely with the RE coordinator he has effectively and accurately evaluated the school as a church school. They have already begun to bring about changes in order to develop the school's Christian character. All members of the school leadership, including governors recognise and verbally articulate the importance of the Christian values in defining school policy and the Christian character of the school. Although these links are made in the school's self-evaluation documents they are not made clear in published policies and documents. This omission has already been recognised and material drafted for parents to comment on. Staff feel happy and supported and encouraged in their roles. Importance is placed on the professional and personal development of teachers and they say that they care for each other. As a consequence there is stability in the staff and new staff settle in quickly. Governors are committed to supporting senior leaders and regularly visit the school to monitor practice and standards. These visits are not yet part of a formal system to ensure that the evaluation of RE, collective worship and Christian distinctiveness inform school development planning. Whilst the school has made significant improvements since the last inspection, especially in collective worship, spiritual reflection and the values work, some momentum was lost due to the focus on appointing senior leaders and not all areas for development from the last report have been fully addressed. Parents speak well of the new headteacher and appreciate his openness and approachability and the way he and the rest of the staff at the school live out Christian values on a daily basis. The RE coordinator feels valued and has accessed training in her role which enables her to provide strong leadership and training for staff so that teaching is good. Assessment of RE is being developed alongside the introduction of the new scheme and a variety of ways to record the impact of lessons on pupils' learning are being trialled in classes. Strong partnership links with local schools and support from the diocese and local authority means that provision for the pupils is good. A very strong, mutually supportive relationship exists with the local church with worship taking place in both buildings and the vicar effectively serving as the chair of governors. Recently pupils have shared words of wisdom with residents at a local care home which exemplifies how all ages are able to learn from and with each other in this village community.

SIAMS May 2016, Wychwood CE (VC) Primary School, Shipton-Under-Wychwood, OX76BD