



**Wootton St. Peter's C of E Primary School,  
Wootton Village,  
Boars Hill,  
Oxford OX1 5HP**



Type of school (Infant, Primary, Middle, Secondary etc)	Primary
Status (VA, VC or Foundation, CTC or Academy)	Voluntary Aided
Diocese	<b>Oxford</b>
Local Authority	Oxfordshire
Date of inspection	28 <sup>th</sup> April, 2009
Date of last inspection	7 <sup>th</sup> March 2006
School's Unique reference number	123223
Name of Headteacher	Mrs. Shona Howie
Name of Chair of Governors	Mrs. Angela Huxter
Inspector's name and NS inspector's number	Revd Jan Fielden 108

#### **Context**

This over subscribed, small primary school is situated in a rural setting, south of Oxford, drawing its pupils mostly from the surrounding area. The pupil population is predominantly white although there are a small number of pupils from different ethnic backgrounds. There is an Early Years Foundation unit and the school provides before and after school care in the form of clubs managed by the governing body.

#### **The distinctiveness and effectiveness of Wootton St. Peter's Primary School, as a Church of England school are good.**

Christian values and attitudes permeate the whole life of this school, encouraging, nourishing and challenging the development of all pupils, and also nurturing and sustaining the adults who work there. These values are embedded in the school's mission statement and daily life of the school, providing a learning environment where pupils learn, develop and live the Christian faith.

#### **Established strengths**

- The outstanding leadership of the Head and the support of a dedicated staff and governing body.
- The excellent relationships between all stakeholders which are based on the deep rooted Christian ethos.
- The close links with the Vicar, the church and the community.
- Pupils' outstanding personal development underpinned by the exceptionally high standard of behaviour.

#### **Focus for development**

- Develop strategies for monitoring and evaluating Collective Worship together with a Foundation Governor.
- Develop the use of the natural environment to enhance and extend pupil's spiritual development.

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

The strong Christian ethos and values found in this school, influence relationships, care of one another and learning. Pupils understand the importance of their role and contribution towards the ethos of the school. Pupils speak of a school where differences are respected and valued; where older pupils care for younger members through a buddy system; where adults help with any problems or concerns they may have; where their ideas and suggestions are listened to, and acted upon, through the work of the school council. As a result of good teaching, pupils enjoy their learning and are encouraged to fulfil their potential whatever their academic abilities. Parents speak of the dedication and approachability of the staff. Parents feel that the needs of pupils with special educational needs are well catered for, with the help of well qualified Teaching Assistants. The school uses the wider community, especially the church community, to enhance the pupils' spiritual and cultural development. Pupils are supported and encouraged by staff and governors, to carry through their own projects and in community activities. There are spirituality corners in each classroom where pupils sit quietly or write what they are feeling. There are no outside

spaces set aside, where pupils can sit and reflect quietly. Staff model excellent relationships which pupils imitate effectively. This is a happy, welcoming school where pupils are courteous to each other and adults, and where learning and teaching take place in a calm, well ordered, caring atmosphere.

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

Daily collective worship has a priority place in the life of this school, and plays a vital role in the spiritual and moral development of the pupils. Worship has a strong Christian focus; a small altar is used effectively, displaying suitable artefacts, including seasonal liturgical colours, and a candle is lit and extinguished to mark the beginning and end of the worship. Pupils clearly see this as a 'time for God' as one pupil remarked. A four year cycle of themes ensures variety, and retains the pupil's interest. On the day of inspection pupils were visibly attentive and one older pupil remarked that she had learned a great deal through these themes. Staff monitor collective worship content, so that changes can be made where necessary, but there is no written evaluation of the impact of collective worship on pupils. During the worship, thinking time and prayer, including the school prayer, contribute to pupil's spiritual development. Festivals are celebrated in church and in the community, with the vicar's expertise and leadership guiding these events. All pupils, together with governors and parents, walk to the top of a nearby hill to hold an Ascension day service. Pupils are involved, and together with governors and parents, value these times together. As music plays an important part in this school's life, the singing of hymns and songs is enthusiastic and an integral part of the worship. There are few pupils from other faith backgrounds, but their beliefs are acknowledged, recognised and celebrated, enabling pupils to respect differences and develop understanding of different cultures. An age appropriate, school Eucharist is held annually on the festival of St. Peter, when pupils participate and have the opportunity to experience the awe and wonder of the occasion.

### **The effectiveness of the religious education is good**

The teaching and planning in religious education is of a high standard, offering a wide variety of approaches and responses, and making a significant contribution to the pupils' spiritual and moral development. Evidence of these varied approaches is evident in displays throughout the school. Standards of attainment are comparable with those of other subjects. The Godly Play approach is used effectively, particularly with the younger children, both in school and at a local Godly Play classroom which pupils visit regularly. Religious education is on the school development plan at present, to ensure that changes in the Oxfordshire syllabus are incorporated and resourced. A recent study of weddings resulted in the whole school being involved in planning and acting out a wedding at church. Jewish and Sikh weddings were also studied. The school fish was buried; the pupils devising the service using the language and ceremony of a Christian burial. It is apparent that pupils enjoy the subject when they speak enthusiastically about these events. Religious education is evaluated with a governor, on a regular basis, and pupil's achievements assessed.

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

The headteacher gives inspiring, enthusiastic and effective leadership and has the support of an able and dedicated staff who work closely with an active and involved governing body. Governors know the school well, and are able to support, challenge and monitor realistically, as they spend time in classrooms on a regular basis monitoring the curriculum and experiencing the daily life of the school. Governors meet with curriculum leaders for evaluation regularly. All in a leadership capacity have a clear vision of the centrality of Christian values in this school. Links with the wider community are used to advantage and illustrated by the way in which governors, and other members of the community, including retired members of staff, are involved with pupils as reading and maths counsellors. The school's Christian ethos is made clear to parents and the wider community through all written documentation and activities, and is seen as a natural part of everyday life and not a 'bolt on' extra. All parents value this and appreciate the effect that this approach has on their children. Before and after school provision is in place for the pupils which parents also value. Parents play a significant part in school life through the Friends Association and feel they can approach governors at any time. Parents speak positively of the way their views are sought. Governors ensure that the village is informed about activities at the school, to which the wider community is invited. The links between the church, the Vicar and school are extremely strong and a significant number of the pupils are involved in the church choir. This is truly a school for, and of, the community.