



National Society Statutory Inspection of Anglican and Methodist Schools Report

Wootton St Peter's Church of England Primary School

Wootton Village
Boars Hill
Oxford
OX1 5HP

Diocese: Oxford

Local authority: Oxfordshire

Dates of inspection: 20th May 2014

Date of last inspection: 28th April 2009

School's unique reference number: 123223

Headteacher: Shona Howie

Inspector's name and number: Olwyn Davison-Oakley

Quality Assurance: Lyn Field NS151

School context.

Wootton St Peter's CofE Primary is a smaller than average, oversubscribed, primary school serving a village community to the south west of Oxford. The pupil population is mainly White British heritage with a small number from different ethnic backgrounds. Pupils are taught in mixed age classes. The proportion of pupils supported at school action+ or a statement of educational needs is below national average, and at school action is above national average. The number of pupils supported by extra pupil premium funding is below average.

The distinctiveness and effectiveness of Wootton St Peter's as a Church of England school are good.

- The impeccable behaviour of pupils, underpinned by the ethos of Christian love, contributes to a sense of family within the school community.
- Pupils play an active role in supporting people less fortunate than themselves, locally and globally through fundraising and prayer.
- Good provision rooted in Christian values results in the growth of all pupils academically, spiritually, morally, socially and culturally.
- The highly regarded headteacher shows Christian vision and commitment.

Areas to improve.

- Develop a robust system of strategic planning, monitoring and evaluation of the school's performance as a church school, particularly involving governors.
- Building on current assessment procedures in religious education (RE), develop a system which enables leaders to plan for, and monitor, progress accurately.

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

Wootton St Peter's Church of England Primary feels inclusive and friendly. The school is a place where pupils are cared for and all individuals are nurtured, loved and respected whatever their ability or faith. Parents report that pupils feel safe and free to express themselves, that there is a sense of community in the school and are glad that their children are there. The headteacher greeting pupils and families each day on the playground, and the approachability of all staff, reinforces the school ethos. Christian values are implicit in the school and influence how it operates. However, the links of these values to everyday life and their impact on achievement of pupils are not always clearly articulated by all members of the school community. The relationship with St Peter's Church is good, with strong pastoral and spiritual support in difficult times for pupils, staff and families. Governors recognise the value of further involvement in school through the curriculum. Pupils' spiritual, moral, social and cultural development is developed through collective worship in particular and is a strength in the school. Good teaching and wider opportunities challenge the pupils to achieve well and ensure that they enjoy learning. Pupils clearly understand the importance of respect for diversity within other faith communities and are proud that they are kind and caring. Behaviour observed throughout the inspection was excellent. Pupils' standards are high and attendance is good. Many pupils enjoy extra-curricular provision. There is a celebration of pupils' work throughout the school and bright, interactive displays and 'spiritual areas' such as the 'jewel corner' nurture spiritual development. The school council is active in a number of charitable activities which demonstrate that they want to help to make the world a better place. They support local charities and also sponsor a child in Togo, recognising that they can make a difference to people's lives. The school's ethos 'love to learn and achieve with confidence, creativity and kindness' describes the school well.

The impact of collective worship on the school community is outstanding.

Worship with a strong Christian focus makes an outstanding contribution to the spiritual life of the school. Pupils speak clearly about the impact it has on their behaviour and attitudes to learning. Its high priority and careful planning with local clergy ensure a significant impact on the spiritual development of the school community. Christian values and biblical stories are made meaningful to pupils through skilful links to everyday experiences. The pupils enjoy a rich tapestry of worship because it is led by different staff and the vicar from the local church. The Anglican tradition is used effectively and pupils are familiar with the common framework of rituals, responses, reflection and prayer. Shared prayers are said with confidence and conviction and the school creed is sung with great sensitivity. Worship comes to a close with the 'changing of the Light' and the liturgy 'the Light of Christ be with us wherever we go today'. Pupils are very aware of the stories about Jesus and demonstrate knowledge about them. They are happy to contribute throughout the worship by sharing ideas, reading prayers and enthusiastically singing hymns. Worship in St Peter's Church for Christian festivals is valued by the whole school community including parents, and pupils lead some of these services. Following a focus for development in the previous inspection, systems for monitoring and evaluating collective worship have been put in place and a foundation governor and older pupils have been involved in this through questionnaires and discussion. The collective worship co-ordinator is keen to explore increasing pupils leading worship in school. Although Anglican in nature, pupils of all faiths feel embraced by the worship and parents affirmed that they are welcome to all worship. The impact is clearly visible in the behaviour of the pupils and the respect that they show to each other and all people in the school. This respect is also visible between staff and pupils. Discussion with pupils shows that they understand the concept of God as Father, Son and Holy Spirit. This is achieved by the visual plaiting of three coloured ribbons to illustrate the Trinity. Pupils understand that reflection can take place anywhere and explained that the spiritual garden is somewhere that they can go to pray or think through anything that is worrying them.

The effectiveness of the religious education is good.

RE is a high priority in the school and is clearly enjoyed by pupils. One child, when examining religious artefacts, exclaimed 'Wow, it's awesome'. In another lesson, drama brought the Bible story alive for the pupils. The teaching observed during the inspection was good and pupils responded with excitement. Observations of lessons by the co-ordinator demonstrate that teaching is consistently good. Good planning and teaching is now ensuring that pupils learn well. Standards in RE are in line with national expectation. RE follows the Oxfordshire Agreed Syllabus and this has recently been supplemented with the Discovery RE. This is developing the enquiry skills of the pupils although the impact of this is too early to measure. The teaching reflects the Christian distinctiveness of the school and also provides a solid understanding of a broad range of faiths. This underpins a respect for everyone's views and beliefs. Visits to a range of places of worship reinforce this respect and understanding of the beliefs of others. The RE co-ordinator is new to the role and to the school and has a strong vision for the subject. She is fully aware of the importance of her subject in promoting the Christian distinctiveness of the school and has worked with the headteacher and staff to raise the profile of RE through staff training. Analysis and scrutiny of planning and pupils' work has enabled the school to begin to develop further the monitoring of pupils' attainment. Progress can be seen in pupils' work in books, and marking is becoming more relevant. Areas for reflection are evident in all classrooms and uphold the Christian ethos.

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

The headteacher is passionate in the upholding of the Christian values and ethos which lies at the core of this school. This is supported by staff and governors and the impact of these values is clearly visible in the pupils' spiritual, moral, social and cultural development. Whilst governors support the headteacher, they depend too much on her for information. They recognise that the core values of the school could be more overtly Christian in school documents. The impact of the Christian ethos is visible for all to see as all pupils are nurtured and feel safe to take risks in their learning. The school leaders recognise that improvements made to the curriculum, monitoring and evaluation have not yet been embedded in the school. Staff training has led to an impact on pupils' work in books. Although some governors are involved in discussion with the RE co-ordinator, not all are fully aware of their role in the monitoring of standards, the curriculum and the distinctiveness of a church school. Pupils are encouraged to share in decisions about improvements to make in the school, and recognise the responsibility of this. Parents are proud of the school and its impact on the attitudes and values of the pupils. They feel welcomed and contribute fully to school life so that pupils benefit. They are confident that the Christian foundation of the school and openness to discussion about faith and prayer results in good academic and personal expectations and achievement for their pupils. They speak highly of the school's pastoral care and the staff commitment to their pupils' needs. The school's leaders place great importance on the professional, personal and spiritual development of all staff, but are not yet linking this to succession planning. However, the RE and collective worship co-ordinator has been supported through relevant training, leading to good practice. A good partnership exists with the church and its clergy, providing a strong link with the community which further strengthens the schools distinctive Anglican character.

SIAMS report May 2014 Wootton St Peter's CofE Primary School, Wootton Village, OX1 5HP