



Statutory Inspection of Schools Report

**Great Wishford Church of England Voluntary Aided Primary School
West St
Great Wishford SP2 0PQ
Diocese of Salisbury**

Local authority: Wiltshire

SIAS Inspection: January 14th 2009

Date of last inspection: November 11th and December 14th-15th 2004

URN: 126436

Headteacher: Mrs Ali Jenkins

SIAS Inspector: Mrs Muriel Griffiths (NS268)

School Context

Great Wishford Church of England School has 115 pupils on roll. Many of the pupils travel in from neighbouring villages. The school is situated close to the parish church of St. Giles. Most pupils are from white British backgrounds. The proportion of pupils with learning difficulties and or disabilities is average. There have been a significant number of changes to the teaching staff over the last three years.

Summary Judgement

The distinctiveness and effectiveness of Great Wishford Church of England School as a Church of England school are good.

The Christian ethos is evident in all aspects of the life of the school ensuring that everyone feels cared for and valued. Pupils enjoy coming to school and have good levels of self esteem. The school provides excellent opportunities to promote children's spiritual development.

Established Strengths

- The key role and strength of the headteacher in leading and promoting a distinctive Christian vision for the school.
- The promotion of Christian values that is the basis for pupils' good personal development.
- The secure and accepting ethos that gives children confidence in expressing their thoughts and opinions.

Focus for Development

- Establish assessment in RE and share outcomes with so that pupils know which skills they are developing and how they can improve their work.
- Ensure that issues relating to the development of the Christian distinctiveness of the school are part of the School Improvement Plan.
- Make more evident in the prospectus the school's Church of England foundation.

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

The commitment of the headteacher, staff and governors to the children and their families contributes to the very evident family feeling in the school. Pupils are secure in the knowledge that they matter as individuals. They are proud of their school and talk enthusiastically about what they are learning and the interesting activities that are provided for them. They say that they 'enjoy belonging to the school community'. In the entrance area, the school's mission statement is displayed with the special values chosen by the school community. However the school prospectus does not overtly describe the school as one having a Church foundation.

The care for each child is outstanding and evident in all areas of school life. Staff are good role models and provide direction for high expectations of behaviour and care and respect for individuals. Pupils' personal development and well being are good because of the provision for their spiritual, social, moral and cultural development. As a result, they are well behaved and show care and consideration for one another and flourish as individuals. They feel that they can talk to an adult about concerns and each class also has a Worry Box. There are opportunities for pupils' spiritual development through both the whole curriculum and collective worship. It is a strength of the school. In each classroom there is an area to provide pupils with opportunities for personal reflection. Teachers ensure that opportunities are not overlooked to reinforce spiritual values. There are many examples of pupils' work displayed around the school showing children's reflections. For example Year 6 leavers wrote poetry after thinking about opening a door and what they might see. The schools effective self evaluation means that it is aware of its strengths and weaknesses and has put in place resources and strategies to improve pupils' achievement. Pupils are confident in sharing their views and opinions as they know that what they say will be valued by both their peers and also adults in school. Good reward systems are in place and pupils are proud to receive much valued house points or a certificate in Reward Assemblies. Money is regularly raised for charities and the school has recently raised money for Children in Need with a 'Pyjama Day'. Displays showing what pupils have been learning in RE are evident and also signs and symbols to celebrate the school's Church of England foundation.

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

Collective worship occupies a central place in the life of the school. The school uses the scheme, 'Values For Life', as a basis for their planning for daily acts of worship. This gives excellent support to the values already promoted so strongly in school. Worship is regularly evaluated by pupils and other members of the school community to ensure its quality and impact. The school has given a lot of thought to pupils' reflective comments and has acted on them, such as by introducing new songs and giving them more opportunities to be actively involved.

Children enjoy talking about recent acts of worship. They learn about Bible stories, religious traditions and Christian values through a carefully planned programme. Children clearly both enjoy worship and see it as an important part of their day in school. They describe it as 'a time to gather round and learn about God' and to 'learn about good ways to live our lives'.

In worship observed during the inspection, pupils had many opportunities to be involved such as in the responses, times for discussion and reflection. They joined in all elements of worship enthusiastically. The setting for worship provides an appropriate focus with a worship table with candles and a cross.

The Vicar and Curate come into school regularly to lead worship and this gives children opportunities to build good relationships with these visitors and has increased their experience of the Christian church and those who belong to it. During the school year, celebrations such as Harvest, Christmas and Easter are celebrated in church and also the annual Leavers' Service. This is considered a very special occasion by the whole school community when bread is broken and grapes are shared, to symbolically celebrate the Eucharist. The school is preparing to introduce a School Eucharist in April. Parents appreciate opportunities to join their children on all these occasions. Pupils especially enjoy their own class worship because it gives them more opportunities to be actively involved.

The effectiveness of the religious education is good.

Religious education is recognised as an important subject by the school and follows the locally agreed syllabus. The school ensures that there is the provision of appropriate staffing, curriculum time and learning resources. Achievement and standards of attainment match those of other core subjects. It contributes well to pupils' spiritual and moral development. Children make good contributions to lessons and teachers' questions help them to relate what they are learning to their everyday lives. The subject leader provides good leadership and is both effective and enthusiastic in her role. She is providing good support for teachers who are new to the school. Assessment is already taking place but she is aware that the school needs to introduce more formal procedures in order to be more aware of pupils' progress. Pupils have a positive attitude to the subject and work with obvious enjoyment, as evidenced by their enthusiasm about what they have been learning. They are beginning to develop a good knowledge, understanding and respect for other world faiths and meaningful links are made with other curriculum areas. Two good lessons were observed during the inspections which were effectively based on pupil's prior learning. Pupils make good contributions to lessons and teachers' questions help them to relate what they are learning to their everyday lives.

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

The inspired leadership and vision of the headteacher contributes greatly to the success of the school as one with a Church foundation. She feels that the Christian vision has helped the school during a difficult time. Governors share her vision and are actively involved in promoting the school's Christian distinctiveness. The commitment to live according to Christian values strongly underpins the school ethos. The headteacher and governors have a clear and accurate understanding of the school's strengths and those areas that need further development. These are not currently included in the School Improvement Plan however. Christian life and values are evident in the daily life of the school. Parents recognise this and feel that the children benefit from the links with the church. Parental views are sought about all aspects of the school through questionnaires. One parent described the school's Christian character as 'the reason behind what they're doing' There are very strong mutually supportive links between the church, school and local community and a parent described the school as 'the heart of the community'. Oak Apple Day is an important day in the village calendar and children go to Salisbury Cathedral as part of the celebrations. The school involves itself in many local and church activities during the year. The Vicar and Curate are effectively involved in the life of the school and the Vicar has answered questions by pupils about what it means to be a Christian. Church members provide much valued pastoral support for adults in the school. Children 'have a voice' about school matters through Class and School Councils and are delighted that their views are taken seriously and also acted upon, such as in organising a Christmas Craft Day..

SIAS report January 2009 Great Wishford CEVA, Salisbury SO2 0PQ