



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Weaverthorpe Church of England Voluntary Controlled Primary School

Weaverthorpe

Malton

YO17 8ES

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: York**

Local authority: North Yorkshire

Date of inspection: 23<sup>rd</sup> October 2015

Date of last inspection: November 2010

School's unique reference number: 121540

Headteacher: Janette Wilkinson

Inspector's name and number: Paul Bramley 326

#### School context

Weaverthorpe Primary School is a small village primary school of 49 pupils, including children of nursery age, serving the local village and surrounding area. The school is situated in a very pleasant position overlooking the village. The pupils come from a range of socio-economic backgrounds, with the majority of White British origin. Following an unsettled period, the present headteacher has been in post for two years providing stability and continuity. The proportion known to qualify for pupil premium is below average. The proportion with special educational needs and/or disabilities is broadly average.

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

- Distinctly Christian values, shared and articulated by all, have a positive impact on pupils' achievements.
- Relationships, rooted in Christian values, impact positively on the behaviour and attitudes of learners.
- Links with the church enable staff, parents and carers to view the church and school as one family.
- Collective worship, focussed on Christian teaching, allows children to reflect and learn from such experiences.

#### Areas to improve

- Improve experiences for increased global awareness so that children become more informed about the wider world community.
- Develop areas within the school grounds to allow children time and space for individual spiritual reflection and prayer.

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

This is a school that children greatly enjoy, resulting in very good attendance. Parents and carers speak of their feeling welcomed and of their confidence to approach the school with any concerns or problems. They talk of their appreciation of the Christian ethos of the school being 'quietly embedded', and 'not forced'. Christian values are at the centre of the school's work. As a result, there is cohesion, unity and sense of direction given to the community following a period of change in staffing and leadership. The values of 'forgiveness, endurance, thankfulness and friendship' are the selected values of the school following a 'visioning week' held in partnership with the church. An artefact is displayed in each class to symbolise the focus on the particular value of their choice. Children speak with confidence about the value of forgiveness and the impact it makes on their relationships with peers. The successful impact of the Christian values on children is evidenced in pupils' progress which is good, and improving. Children understand the effect of these values on their learning, and speak of the importance of endurance and persistence. Their moral and social development is therefore good. Relationships are excellent, with a strong sense of team evident from everyone connected to the school. An ethos of seeking continuous improvement is evident in policies, planning and in practice. Since the last inspection, good progress has been achieved to ensure that Weaverthorpe's profile as a Church of England primary school is celebrated and developed. The links with the church are very strong with the present incumbent playing a prominent role in the life of the school. Within the curriculum, religious education (RE) is given a high priority, supporting pupils' spiritual, moral, social and cultural (SMSC) development. Themes such as Islam and Judaism, have provided some insight into a range of cultures different from their own. Living in an almost mono-cultural community, parents, staff and governors would welcome increasing global awareness to give children a greater awareness of the wider world community.

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

The place of collective worship in the school is of the utmost importance to the headteacher, staff and governors at this school. Collective worship is central to the daily life of the school and the headteacher speaks with passion about the place it now holds in the lives of the children and staff. Planning is thorough and follows the church calendar. Worship is based around the model of 'gathering, engaging, responding, and sending', with Anglican elements clearly evident through the use of candles, the Bible, and prayer. Worship clearly links Bible stories to values that are central to the school. Children are developing an understanding of God as Father, Son and Holy Spirit. This is symbolised through the lighting of three candles at the start of collective worship. Children are regularly involved in collective worship via acting, writing prayers, and reading. Children totally engage with worship and behaviour is excellent. They respond with enthusiasm to the chance to sing, pray and reflect. They talk about collective worship with passion and reflect exceptionally well upon the messages that they have heard. For example, they reflect on endurance and persistence in the story of Moses. Visits from the vicar are a particular success, with children enthusing over the characters that visit the school to engage and to stimulate discussion. All staff contribute to the daily acts of worship. The school visits the local church for the major festivals including Easter and Christmas, thus strengthening its links with the church and community. Each class has its own reflective area with a cross and artefact relating to its chosen value. This gives children the space for personal reflection and prayer. The school has already identified that extending prayer spaces outside, using areas within the beautiful school grounds, is an area for development. Monitoring by staff and governors is seen as a two way process with foundation governors stating how they feel that they benefit personally from the experience of collective worship, learning from the reflective comments of children.

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

The vision of the headteacher ensures that Christ's teaching is at the heart of all the school does for its community. She, along with a very capable staff team, has ensured that Weaverthorpe has progressed well in all aspects of school life since its last inspection. All areas for development from the previous inspection have been well met and statutory requirements for RE and worship are met. The foundation governors monitor the distinctive nature of the school through a church school working party, and see their role as one of holding the school to account. They confidently and constructively comment on aspects of Christian distinctiveness, such as collective worship and RE. The governors are regular visitors to the school, reporting back on their visits at every full governing body meeting. The school is well led and managed by the headteacher and governors. As a result, there is a sense of team, along with a striving for improvement. This is rooted in accurate self-evaluation and an explicit Christian vision. Such a vision impacts very positively on pupils in terms of their learning and wellbeing. The leadership of RE and collective worship are good with staff constantly seeking ways of increasing children's involvement in their own learning and worship. Provision for SMSC development is also good, ensuring that children develop as confident and caring learners. Relationships with parents, carers and the local community are excellent. The school engages well with the Diocese, thus benefiting from professional development training and support. Governors are aware of the need for succession planning. They acknowledge that their links with neighbouring schools enable them to help realise this through collaborative working.

SIAMS report October 2015 Weaverthorpe CE VC Primary, Weaverthorpe, Malton YO17 8ES