THE CHURCH OF ENGLAND EDUCATION OFFICE

The Methodist Church

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Woodhall Spa St Andrew's Church of England Primary School	
King Edward Crescent Woodhall Spa Lincolnshire LN10 6RQ	
Current SIAMS inspection grade	**Good**
Diocese	**Lincoln**
Previous SIAS inspection grade	Good
Local authority	Lincolnshire
Date of inspection	16 June 2017
Date of last inspection	30 April 2012
Type of school and unique reference number	Voluntary Controlled 120675
Headteacher	John Whalley
Inspector's name and number	Garth Hicks 901

School context

St Andrew's Church of England Primary School serves the community of Woodhall Spa and the surrounding rural area. It is a larger than average size primary school with 315 pupils on roll, including nursery. The vast majority are from White British backgrounds. An above average proportion of pupils, some from service families, join and leave the school part way through their education. The school has gained several awards for its commitment to pupil welfare, particularly in the areas of sport and social media. It is one of a small number of schools to have gained the UNICEF Respecting Rights Award. The headteacher has been in post for 15 years.

The distinctiveness and effectiveness of Woodhall Spa St Andrew's Primary School as a Church of England school are good

- Relationships at all levels of the school community are embedded in the school's Christian ethos and the high standard of behaviour in the school reflects the school's Christian values.
- A set of core values, underpinned by Christian teaching, are central to the life of the whole school community.
- High quality and well planned acts of collective worship deepen pupils' spiritual development and personal faith journey.
- The commitment of school staff to improving the distinctive Christian character of the school is evident as this continues to grow in all areas of the school's life.

Areas to improve

- To enhance children's learning in religious education by developing greater opportunities for teachers to challenge them in depth.
- To increase the number of first hand opportunities for children to experience major world faiths including Christianity.
- To develop the new outdoor reflection area to include spaces for personal prayer.

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

The impact of the school's distinctive Christian ethos is good because a set of core values are underpinned by Christian teaching. These make a positive difference to important aspects of the life of the school. Children have a good understanding that values help them in their relationships with others and know that 'forgiveness is really important – 'If you don't forgive someone, you can't move on. Jesus forgave everyone'. Everyone confidently articulates how the success of the school is firmly grounded on these shared Christian values. This success is reflected in the majority of pupils making good or better academic progress and many attaining beyond national expectations. Parents and children are clear that they know what the core values of the school are and explain the impact they have on children both at school and at home. This understanding contributes to the positive school environment in which children show exemplary behaviour, are happy and feel safe and confident to share their views and opinions. Children also attribute this to embracing the school's Christian values and using them to help resolve any issues. This contributes to children's attendance which has improved and is now broadly in line with the national average.

Christian values are firmly established in the children's learning and give opportunities for teachers to explore them as part of their lessons. Regular 'Experience Days' for key times in the Christian calendar, such as Easter, allow the children time to reflect, pray and ask questions. Comments from children include 'I have learned that there is hope' and 'I experienced how Jesus felt on the cross'. The values and displays and reflection areas around school provide many opportunities where children can further develop their knowledge and understanding of their own spirituality. These opportunities for reflection and prayer have not yet been fully extended to the outside environment.

The Christian character is particularly evident in the high quality of relationships across the whole school, where everyone is cared for and valued as an individual and where values lived out and 'made real' and where 'people genuinely care for each other.' This is the result of the impact of Christian values being embraced by the whole school community which contributes to the school's 'family atmosphere'.

Spiritual, moral, social and cultural (SMSC) development is given a high priority through a wide variety of carefully planned experiences through subjects including the arts, religious education, collective worship and UNICEF Respecting Rights, that all make a significant contribution to shaping the distinctive Christian character of the school. Children recognise the importance of religious education in their lives and understand that it helps them to show an appreciation for others, with one child saying 'we are all the same really'. Enrichment in the teaching of religious education is enabling pupils to reflect on the similarities between major faiths and how these link to the school's Christian values. This is not yet embedded across the school. Children know that the world has great diversity and that this should be respected. This in turn, impacts on the way that they treat others within the school community. However, they do not regularly have opportunities to gain first hand experiences to develop their awareness and understanding of other faith communities.

The impact of collective worship on the school community is outstanding

Collective worship is inspirational and inclusive. It is central to the daily life of the school and is valued by everyone, which is reflected in the extent to which messages heard in worship make a difference to the children's lives both in school and beyond. The impact of collective worship on the school community is strong, with children saying that they particularly enjoy 'Open the Book' worship, where members of the local churches lead interactive worship. This enables those present to think more deeply about different Bible stories and how they impact on their own lives and therefore deepen their own spirituality. Children say that they enjoy worship in its varying formats and have regular opportunities to say what they think and feel about God. They also clearly articulate how Bible stories link to the school values, for example how the story of the Good Samaritan shows the values of respect and humility and how this is lived out in the life of the school. Staff and parents say that they too value this aspect of the school's life. The importance of worship to parents is reflected in high attendance at church services, as parents feel that they are welcome and included. Children value the opportunity to plan and deliver worship. Children are regularly asked about their views of collective worship. This is acted on by school leaders and informs future planning for collective worship, ensuring that worship is purposeful and meaningful to those present. As a consequence, the impact of collective worship is continually growing, encouraging children to 'think deeper' and develop greater links within their daily lives. Children know a variety of prayers and frequently contribute their own prayers to school worship and to the prayer box on the focal table. Children understand that prayer provides an

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opportunity to talk to God and say that they enjoy writing prayers. Reflection is an important part of their prayer time and has helped develop children's understanding of personal prayer as a key part of their own spiritual journey.

Collective worship is well planned and based firmly on Christian values and Bible teaching. Children retell Bible stories which help them to understand the significance of the school's Christian values. For example, they talk about the stories of Jesus and His disciples and the importance of friendship. Children use their understanding of values to help them interpret Bible stories so that they have relevance to their own lives. This has a significant impact on their attitudes and behaviour. One example taken from a recent collective worship was that 'we should all be kind to each other and treat others how you would like to be treated'. Children come to worship quietly and reverently, with appropriate music, enabling a worshipful atmosphere to be created, enhancing the opportunities for spiritual development. The use of songs is valued by children with a mixture of solos and choral singing. Through the use of collects and the lighting of three candles during worship, children demonstrate a growing understanding of the complexities of the Trinity, with one child explaining as 'God the Father caring for us, Jesus His son teaching us and the Holy Spirit guiding and encouraging us'.

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

The strong leadership of the headteacher and his leadership team has ensured that the school has made good progress in developing its distinctive Christian character since the previous inspection. They articulate and promote a Christian vision that puts the holistic wellbeing of every child at the heart of all that the school does and are fully supported by the school governors. As one governor put it, 'everyone buys in, we are giving everyone the opportunity to blossom and grow into their future'. This enables Christian values and spirituality to make a positive difference to the lives of the whole school community.

Leadership and management are good because the headteacher, who also leads RE and collective worship, has been successful in leading the whole school community in creating a Christian ethos that has meaning and purpose for everyone. It is an inclusive ethos based on biblical teaching. The headteacher is fully supported by his staff and governors in constantly working to raise standards in pupil achievement. Formal procedures for monitoring and evaluating the impact of the distinctively Christian ethos are in place and are regularly discussed by the governing body.

Individual governors, who work regularly in school to support collective worship and the teaching of RE, appreciate how values and spirituality enhance experiences in the classroom. They clearly articulate how the Christian ethos makes a difference to the school's approach to relationships and behaviour. As a result of accurate self-evaluation, school leaders have a good understanding of how to continue to develop the school as a church school. Together with governors who actively support these areas, progress as a church school has accelerated and there is good capacity and enthusiasm to sustain this.

Links with local churches are strong. Clergy and other members of churches make a valuable contribution to the life of the school through their commitment and support of worship and RE lessons. The use of the church for key festivals in the Christian calendar is a good example of links between the two communities. These events are supported well by parents and therefore ensure a positive relationship between the school, the church and the local community.

The school has benefitted from support from the diocese which is helping to support leaders in the continuing development as a church school. Professional development of staff and governors ensures that they are up to date with the latest developments in supporting the teaching and assessment of RE.

The school meets the statutory requirements for RE and collective worship.

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