



National Society Statutory Inspection of Anglican and Methodist Schools Report

St Werburgh's Church of England (Voluntary Aided) Primary School

Church Street
Spondon
Derby
DE21 7LL

Diocese: Derby
Local authority: Derby City
Dates of inspection: 22 : 5 : 2014
Date of last inspection: 5 : 2 : 2009
School's unique reference number: 112919
Headteacher: Mrs G Zelynskyj
Inspector's name and number: Mrs T L Patterson (310)

School context

St Werburgh's serves the area of Spondon on the outskirts of Derby. It is a larger than average primary school where the vast majority of pupils are White British and speak English as their first language. The proportion of pupils with special educational needs and those supported by pupil premium are well below national averages. Since the previous denominational inspection the headteacher has retired. The ethos of the school has continued to thrive under the new headteacher who was previously the deputy.

The distinctiveness and effectiveness of St Werburgh's as a Church of England school are outstanding.

- A deeply embedded Christian ethos, reflected in all areas of the school, which enhances positive attitudes and the outcomes for teaching and learning.
- Excellent relationships exist throughout the school and beyond, reflecting the impact of the care, respect and compassion lived out on a daily basis.
- Pupils are confident, well-behaved and developing into well rounded individuals in the knowledge that they are loved by God.
- High quality collective worship, religious education and the strong relationship with the local parish form a solid foundation for the Christian life of the school.

Areas to improve

- Involve pupils more actively in regular planning, delivery and monitoring of worship.
- Monitor the effectiveness of the succession planning which is in place, ensuring continuity and progression, as the longstanding worship and religious education co-ordinator comes towards retirement.

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

There is an explicit Christian ethos which permeates all aspects and dimensions of the life of the school. This is having a significant impact on all those involved in the school. Relationships at all levels are outstanding reflected in the valuing of the individual and the high quality of care in evidence. These elements ensure that pupils feel safe in school and enjoy the experience, which in turn results in high attendance. Pupils commented that 'they should make a senior school here so we could stay' and 'I enjoy everything about this school'. Pupils are well behaved, confident and polite. They are given appropriate responsibilities and support which is enabling them to develop into well rounded individuals with a clear sense of right and wrong. They show consideration and respect. There is an atmosphere of mutual support with all staff wholly identifying with the Christian ethos of the school. The Christian ethos and all that involves is having a positive impact on the academic achievement of pupils. This includes their behaviour, the pride in their school as a Christian establishment and their support for each other. Parents comment very positively about the school and the broad educational experience their children are receiving. They said 'it's really like a family where everyone is treated fairly', 'there is an overwhelming caring ethos to nurture your child' and 'the Christian ethos helps children to think of others before themselves'. They enjoy the fact that their children come home and talk to them about the Christian dimension of the school and what that involves. A parent of a Year 3 child said that her child had commented 'I think our motto should be *God is with us* because we go to a church school'. Even the youngest children have a concept of what attending a church school means. Prayer is a strong feature of the school with prayers said regularly alongside appropriate liturgical responses. The school is making a significant contribution to the spiritual, moral, social and cultural development of both pupils and staff. This is clear from the way pupils reflect on prayer in worship, their understanding of rules based on Christian values introduced in worship, the way that the Playground Peacemakers positively impact play and the interactive links with the school in Nairobi. The school undertakes a retreat with older pupils which has a substantial impact on their personal and spiritual growth with elements such as the prayer walk and the creative work undertaken on their return being particularly successful. .

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

Worship occupies a central place in the life of the school, providing excellent opportunities for pupils and staff to further their spiritual development through prayer, liturgy, song and quiet reflection. It underpins key Christian values and supports the outstanding Christian ethos of the school by making clear links between the teachings of the Bible and school behaviour targets. There is a clear understanding that the teachings of Jesus can be lived out through caring relationships, good behaviour and mutual respect. Pupils and staff are engaged in the worship and clearly enjoy the experience. All staff, including non-teaching staff attend and all teachers are involved in leading worship. Pupils commented 'if we didn't have worship everyone's spirits would go down and we would not be as happy' and 'without worship we wouldn't know Jesus like we do'. There is very good use made of liturgy with interactive elements. Prayers with appropriate responses such as crossing of themselves enhance their understanding of the Trinity. Pupils are regularly involved in many elements of worship and a small volunteer group of pupils have planned individual acts of worship. They enjoy this role and it is an area identified by the school for even further development. There is an atmosphere of reverence and respect within worship alongside beautiful singing. Worship is very well planned and delivered with high quality input from local clergy which enhances the positive experience for pupils and reinforces the Anglican nature of the school. Local clergy deliver very good worship weekly. There is an appropriate balance between whole school and key stage worship. Worship is reviewed regularly with pupils, staff and governors and appropriate modifications made. School regularly visits church for services which pupils, staff and parents enjoy. A parent commented 'the services in church are so good there is standing room only'

and a pupil said 'we would really miss going to church because it's so special'.

The effectiveness of the religious education is outstanding.

The quality of teaching and learning within religious education are outstanding, enabling pupils to achieve above average levels of attainment. Religious education is seen as a core part of the curriculum and integral to the Christian foundation of the school. The scheme of work is used as an effective basis for the work within school. Appropriate coverage of the subject is checked and the balance between an emphasis on Christianity whilst retaining elements of other world religions is clear. Effective monitoring is planned for as part of the monitoring timetable. Regular work scrutiny enhances the quality assurance process. Attainment is checked by end of unit assessments which are levelled and discussed with pupils. The senior leadership team discuss pupil progress and identify areas of concern. Pupils enjoy the subject and are keen to be fully involved in lessons, often making thoughtful and sensitive contributions. Pupils demonstrate a range of skills including enquiry as evidenced when Foundation Stage pupils were mesmerised by a bag with mystery contents and reflection and interpretation when older pupils carried their 'mini me' to represent them being carried by God. During questioning by the teacher and from their written work pupils demonstrate a good knowledge of Christianity and elements of other world faiths. Difficult concepts such as the Trinity are thoughtfully tackled with responses such as 'like the ice melting you change when you come to God'. Variety in teaching styles has a positive impact on learning with pupils responding well to challenge and creativity. When asked some searching questions about their ideas about the Trinity pupils were very keen to give their ideas and clearly have confidence and trust in the way their responses would be treated. A positive atmosphere for learning is enhanced by the relationships within the classroom.

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

The leadership and management provided by the headteacher and governors contribute significantly to the success of this outstanding church aided school. The Christian vision of the school is effectively promoted through the prospectus, website, uniform and the quality of the relationships clearly in evidence on a day to day basis. Staff feel valued and appreciated which results in their commitment to the school. There is an excellent team spirit with everyone being actively part of the church school ethos. All adults within the school are outstanding role models and provide inspiration for the high expectations of behaviour, care and respect for the individual, which are all significant characteristics of St Werburgh's. There are very strong, mutually supportive links with the local parish. Local clergy provide excellent support for the school both practically and spiritually. There are strong and productive links with the diocese. Relationships with parents and the wider community are excellent, as a parent commented 'the school is very outward looking and not in a bubble'. Pupils say that they have an effective voice within the school with both individuals and the school council being heard and their comments taken seriously. The self-evaluation carried out by the school is accurate and the areas they have highlighted are entirely appropriate. The succession planning for the imminent departure of the long standing and highly effective co-ordinator of worship and religious education has been taken very seriously and the role is currently being shadowed in preparation for the handover. The school is aware that this significant change needs to be carefully monitored. There has been significant progress made in all the key issues from the previous denominational inspection resulting in well informed and effective Foundation Governors, a very successful relationship with the local parish which enhances the spiritual dimension of the school and standards in religious education which reflect the outstanding teaching and learning observed.

SIAMS report [May 2014] [St Werburgh's (VA) Primary School, Sondon, Derby [DE21 7LL]

