

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Woodford Church of England Primary School			
Address	High Street, Woodford, Kettering, NN14 4HF		
Date of inspection	21 November 2019	Status of school	Academy inspected as voluntary controlled Nene Education Trust
Diocese	Peterborough	URN	146913

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Woodford is a primary school with 95 pupils on roll. The attached nursery has 24 places for 2 to 4 year olds. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school became an academy with the Nene Education Trust in June 2019. The headteacher was interim head from January 2019 and confirmed permanently in post from May 2019.

The school's Christian vision

We aim to foster an environment of success where children can 'shine among them like stars in the sky'. All children are offered opportunities to celebrate success, raise aspirations and develop their own character. We aim to build courageous, kind and thoughtful citizens of the future.

'Shine among them like stars in the sky' Philippians 2:15

Key findings

- The strong leadership of the headteacher, supported by dedicated staff, has led to an inclusive Christian community. The vision is at the heart of the school and lived out to enable all adults and children to flourish.
- The teaching of religious education (RE) is enjoyed by children and links effectively with the school's Christian vision.
- Progress at addressing the areas identified at the last inspection has been rapid since the recent changes in leadership.
- Many innovative strategies are employed to support the mental health and wellbeing of both staff and children.
- Pupils enjoy collective worship enabling them to reflect on the school values and Bible stories. Limited monitoring by adults and pupils means that future developments in worship are not identified.

Areas for development

- Make reference to the Christian vision and values explicitly in all relevant policies and the school development plan to demonstrate how the vision is clearly driving all aspects of school improvement.
- Strengthen monitoring, evaluation and review processes to enable the school and the Trust to systematically identify strengths and next steps in Church school development.
- Develop children's understanding of their place within the wider context of multi-cultural Britain and of Christianity as a world religion.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school has experienced a period of instability and change in recent years. Under new leadership of an associate principal, the school has created a vision with a linked Bible verse and associated Christian values. This has informed recent planning and unified the school community around a common purpose. New policies for RE, collective worship and mental health and wellbeing are now in place. Although the Christian vision is implicit within these policies, they do not explicitly link the vision to the actions within the policy. To support the school's journey, school leaders have developed effective partnerships with the diocese through the gold service level agreement (SLA), the local church and the other Church school within their Trust. This has supported access to training and bespoke developments. Nene Education Trust, which the school joined in June 2019, is engaged with school improvement and developing their skills in relation to the Statutory Inspection of Anglican and Methodist Schools (SIAMS) agenda. The restructuring of the governing body, by the Trust, is in its infancy, but has secured the support of previous foundation governors to continue to support and challenge the school.

The vision and values are threaded through the curriculum. The children enjoy the creative aspects of their learning where they are listened to and expected to work collaboratively. It encourages deep thinking in response to big questions. Attainment and progress for all pupils, including vulnerable pupils, are broadly in line with or above national averages. Vulnerable families are well supported which enables them to be partners in their child's learning. Pupils are very articulate and enthusiastic about their learning and the challenge given to them. Pen free Fridays enable all children to work creatively and supportively, identifying the values they show through their work. These opportunities also intentionally support the wellbeing of both pupils and staff. Strong links are made between RE, spiritual, moral, social and cultural (SMSC) and citizenship, evidenced through the recent introduction of the resources. Staff and pupils rightly report on the positive impact of this across the whole school.

Changes in the staff team since the last inspection have necessitated good induction processes to be in place. Inspection evidence confirms the school's view that the staff form a very cohesive team. Staff feel part of a school family where individual personal needs are supported alongside the professional demands. Parents are very positive and supportive of the school and the vision and values. A family who have recently moved their children to Woodford spoke very positively about their decision. They wrote 'We feel part of a school which upholds and nurtures the Christian vision we have at home, this is making us joyful as parents'. Parents more widely agree their children are valued and celebrated as individuals and are safe. They particularly appreciate the messages from worship and Bible stories retold at home. Parents also value the strong relationship with the church and opportunities to join in. They speak of how children exhibit the values taught in school at home and in the community. Pupil voice is very strong and valued by all. They are certain that everyone in school is treated fairly and equally. Pupils feel they are listened to and have many opportunities to feed back.

Pupils value the opportunities for calm, reflection and prayer offered by the classroom and outdoor spaces. They articulate their views on how Jesus' teaching and Christian values influence their own choices and behaviours. They particularly appreciate the new behaviour system which enables children to repair mistakes they have made and see each new day as a fresh start. The behaviour and attitudes of children in the playground impact positively on this inclusive community. Opportunities are provided for children to raise funds for local charities and foodbanks, with the chosen charities identified by the four house teams in turn. This does not extend to pupils leading on social action projects as advocates for challenging injustice.

The recently changed timing of collective worship now places it at the heart of the school day. Its impact on school life is clearly evidenced and pupils have a central role in its planning and leading. Pupils' attitudes are extremely positive because they feel included and involved. Behaviour in worship is exemplary with older children modelling the behaviours expected of the younger children, who rise to these expectations. For example, pupils demonstrated an example of the humility shown by Jesus by retelling and acting the events of the Last Supper when Jesus washed the feet of his disciples. Their understanding of the nature of God was very clearly articulated. Pupils confidently share their understanding of the Trinity as God in three different forms, but one; like a Twix bar. Prayers in worship and on a variety of displays provide compelling evidence of the

status of prayer in the school. A variety of adults lead worship and provide support including local clergy on a weekly basis. Mutually beneficial relationships with the local church results in shared activities in both buildings. Both communities work to build strong quality relationships and new understandings of church. For example, the school family attend a church service six times a year to celebrate the value they have been prioritising. There is also a monthly messy church service which enjoys the space and facilities provided by the school. The whole school community speak highly of the impact worship has on their lives both inside and outside of school.

RE, which clearly expresses the school vision, is led effectively by an enthusiastic leader. She has attended diocesan training which she has shared with the staff. The RE leader now teaches RE across the whole school and has effectively recently introduced the 'Understanding Christianity' resource. Pupils are able to discuss big questions with confidence, demonstrating reflective thinking. Opportunities for pupils to consider their learning as a whole are missed because RE work is currently interspersed within a multi subject book. Marking and assessment, in line with the school policy, are supporting pupils' progress in RE.

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Inspector's name and number	Janet McMurdo 529