



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Waddington and West Bradford Church of England Primary School

West Bradford Road,
Waddington,
Clitheroe,
BB7 3JE

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Blackburn

Local authority: Lancashire

Dates of inspection: 30 June 2016

Date of last inspection: 20 March 2011

School's unique reference number: 119687

Headteacher: Mrs Sarah Healey

Inspector's name and number: Ann Aspden 858

School context

This smaller than average primary school is situated between the villages of Waddington and West Bradford in the Ribble Valley. There are 150 children on roll who are almost all from white British backgrounds. The percentage of children with special needs or disabilities and eligible for pupil premium grant is well below the Lancashire average. The school has an excellent reputation and inward mobility is high with children joining the school throughout the year. Recently, the headteacher has acted as associate headteacher to other schools. The school has links with St Catherine's Church, Waddington and St Helen's Church, West Bradford.

The distinctiveness and effectiveness of Waddington and West Bradford as a Church of England school are outstanding

- Christian values and attitudes form the foundation of school life and permeate every part of the curriculum.
- The strong Christian vision and excellent leadership of the headteacher ensure that the Christian character of this school is of paramount importance. This is enthusiastically endorsed and supported by all staff and governors within a close rural community.
- Outstanding collective worship influences the lives of all stakeholders who rigorously and clearly articulate the impact it has on their lives and the value that they place on it.
- The school is seen as a Christian family by parents, children, staff and governors where Christian values guide all aspects of school life enabling children to flourish.

Areas to improve

- To develop pupils' awareness of Christianity as a multicultural world faith in order to extend and deepen their understanding of diversity.
- In collective worship, extend the focus on the Trinity in order that pupils further their understanding of the nature of God the Father, Son and Holy Spirit.

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

From their first day in school, every child is welcomed as a valued and special member of the school's Christian family. All stakeholders firmly believe that Christian values which have become embedded over many years are intrinsic and vital to school life. They are known and understood by everyone resulting in a shared pride and vision that is almost tangible from the moment anyone walks through the door. Parents appreciate the impact that the school's Christian ethos has on their homelife. One parent commented that 'My child comes home speaking about Jesus and what he would do with an incredible passion. Being part of a school with such a strong Christian ethos has certainly changed our family life for the better.' Christian values are celebrated through the highly successful Rainbow Teams system whereby children flourish because of the friendship, love and care that they demonstrate towards each other. Their behaviour and aspirational attitudes to learning are influenced by the positive contribution made by spiritual, moral, social and cultural development (SMSC) across the curriculum and in the school's vision of 'Learning together with enjoyment, challenge and Christian values, everyone succeeds.' Children make very good progress as a result of the caring, compassionate and supportive approach of all staff. They find lessons 'fun and exciting' and speak of teachers with respect, 'Our teachers are enthusiastic and help us to be the best we can be' said a Year 5 child. The teaching of religious education (RE) has a high priority and is taught in a way that excites and inspires children. Together, RE and SMSC development make a significant contribution to the Christian ethos of the school. A very good understanding of and respect for other faiths as well as Christianity exists. However, the understanding of Christianity as a multi-cultural world faith is an area to develop. Children talk about the importance of Jesus whilst also relating Christianity to other faiths. Sponsorship of two children at a school in Sierra Leone is successfully widening the children's understanding of diversity and fulfilling their desire to link with global communities. They are particularly proud that a classroom has been named after their own school in acknowledgment of their genuine commitment to this project. The school environment is rich with vibrant displays reflecting both the strong Christian distinctiveness and the school's commitment to the spiritual journey of the children, staff, governors and families.

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

Collective worship is sincere, varied and relevant with a clear focus on Christian teaching and biblical references. It is at the heart of school life and the impact is striking. Children speak of how Jesus is central to school life and the Christian faith. All members of the school community actively engage with prayer and reflection. Their opinions are gathered regularly through an effective system of evaluation thus ensuring that rich and exciting experiences are always offered by different leaders of worship. Excellent examples include the linking of the Christian value of respect to the examples set by sporting heroes and the school's sport leaders thus impacting greatly on the children's spiritual and moral development. Parents are delighted to join their children for worship because it allows them to feel part of the school's strong Christian family. They see worship as lying at the heart of the school. Whilst children acknowledge the Trinitarian nature of the Christian faith their understanding of the nature of God as Father, Son and Holy Spirit is not yet fully developed. Prayer is firmly embedded and the children believe that they can speak to Jesus wherever they are. Children confidently lead and contribute to worship. The Ethos Group independently plans and delivers worship linked to each Christian value. Opportunities for spontaneous prayer are evident throughout the school. Regular visits to local churches ensure that the children have a thorough understanding of festivals and

celebrations throughout the Church's year.

The effectiveness of the religious education is good.

Since joining Blackburn Diocese, changes and improvements have had a significant impact on standards in Religious Education which is successfully led by the assistant headteacher. RE has the same status as other core subjects and is planned to the same rigorous standard. Effective assessment procedures are being developed and teaching standards are good. There is an effective balance between teacher-led and child-centred activities. The children say that RE lessons are fun. In the Early Years Foundation Stage and Key Stage 1 children are taught to relate their own experiences to those of key biblical characters. The story of Zachaeus was used by a child to explain why friendship and love are so important to him. Another child said that 'God wants us to show each other love. He showed us his love by dying on the cross to forgive our sins.' In Key Stage 2, children's spirituality is being developed through careful questioning which teases out thoughtful responses. As part of a discussion about the ten commandments, one child asked 'Why is God's special day a Sunday?' This resulted in thoughtful and meaningful responses. RE teaching makes a significant contribution to the way in which Christian values are embedded in school life. The pupils can relate bible stories to real life events. Year 6 children talked passionately about what it means to 'love your neighbour' in relation to the parable of the Good Samaritan and the terror attacks in Paris. One commented that 'God would want us to overcome hate, we should pray for the people who were injured and the people who caused the tragedy.' Governors speak highly of the progress made in RE teaching and are well informed about developments as a result of increased involvement in monitoring and evaluation. However, there is no planned programme aimed at gaining first hand experience of the standards in this subject. The school successfully teaches about other world faiths as is evidenced through classroom displays and children's work. Children talk knowledgeably about holy books and faith traditions.

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

The headteacher and other senior leaders drive the school forward with energy and enthusiasm based on a vision underpinned by explicit Christian values. They are fully involved in securing the highest possible standards in all areas of Christian distinctiveness. All aspects of the school curriculum are influenced by a distinctive Christian vision which has a highly positive impact on how children behave, their progress and their attainment. The impact of the loving care shown by all members of the school family is evident in the children's determination to give their best and reach or exceed their targets. Honesty and openness are evident throughout the school. Parents are highly supportive of the school. One parent explained 'This school fits in every way, in terms of faith, leadership and the sense of family. We couldn't be happier with our choice of school.' There are very positive and well established links between the school, the church and the community resulting in very successful strategies for improvement linked to children's progress and the needs of all learners. The bi-annual school development planning day, attended by members of all groups associated with the school, results in rigorous self evaluation. Their views and ideas are valued and form part of future plans. Consequently, everyone feels they have a responsibility for ensuring that the school's mission statement is embedded in school life and impacts on all areas. Statutory requirements for RE and collective worship are fully met and governors regularly discuss their impact on the school community. Governors clearly challenge the school to continually improve in its Christian distinctiveness. They carry out excellent evaluation and careful and strategic planning, which are consistently aimed at improvement. As a result they can speak confidently about standards. The churches are used throughout the year to celebrate Christian festivals and school events. Such is the closeness of the relationship, one long-standing governor commented that both churches are seen as a natural extension of the school. The children see them as special places and display true respect and reverence. The professional development of staff and governors is seen as a priority. Partnerships with the diocese and the local authority support governor and staff training. The Governors have

actively supported the headteacher in her role as an associate headteacher.

SIAMS report June 2016, Waddington and West Bradford CE VA Primary School, Waddington BB7 3JE