



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Westwoodside Church of England Academy

Nethergate
Westwoodside
Doncaster
DN9 2DX

Previous SIAMS Grade: Good

Current Inspection Grade: Good

Diocese: Lincoln

Local authority: N/A

Date of inspection: 4 November 2015

Date of last inspection: November 2010

School's unique reference number: 118019

Headteacher: June Richardson

Inspector's name and number: John Gibbs 818

School context

The school is smaller than average having 179 children on roll. The number of pupils in receipt of pupil premium and the percentage of ethnic minority children is below average. The vast majority of pupils come from White British backgrounds. The proportion of children with special educational needs and disabilities is above the national average. The school is served by St Nicholas Church in the neighbouring village of Haxey. Academy status was acquired by the school in 2013. The headteacher was appointed in January 2014.

The distinctiveness and effectiveness of Westwoodside Academy as a Church of England school are good

- The strong leadership of the headteacher, inspired and upheld by Christian values, is well supported by staff and governors. Together they ensure all learners achieve personally and academically.
- Pupils' behaviour is very good and the school's Christian ethos has a significant impact on their spiritual, moral, social and cultural (SMSC) development.
- There are very effective links with parents, churches and the local community which results in a shared Christian ethos across the whole school community.
- The school has a supportive Christian environment that inspires teaching and learning experiences which enable pupils to make good progress and improving results.

Areas to improve

- Create a forum for pupils to plan, lead and evaluate collective worship enabling them to express their faith directly.
- Proceed with the proposed re-modelling of the school grounds in order to create a peace garden to enhance pupils' spiritual reflection.
- Develop the role of foundation governors to support the school in its self-evaluation and its drive to move the school forward.

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

This is a happy and caring school. The school's Christian values such as equality and friendship permeate all aspects of the school's daily life. Staff, pupils and governors recognise the influence of the values on the care given to the learning and wellbeing of every individual. This is especially so in meeting the needs of the vulnerable. Current data shows that standards are in line with national averages and that the progress of pupils is continuing to improve. The high level of attendance and lack of exclusions are the result of the positive encouragement and high behaviour expectations. The senior leadership team provides very effective Christian leadership and ensures a wide curriculum that enriches the SMSC development of learners. Pupils and adults speak openly of the difference made by the school's Christian values and the role of all stakeholders in choosing them. Visits and visitors broaden the range of understanding of diversity offered to the pupils. Religious education (RE) challenges pupils to see Christianity as a world faith as well as encouraging respect for those of other faith backgrounds. Pupils readily identify the school's values with those seen in biblical teaching and the life of Jesus. These underpin the school's clear behaviour policy. As a result pupils are able to describe the way that Christian values such as compassion and respect affect their decisions at school and beyond the school day. There is regular input from the vicar, the bishop's visitor and other members of the church community which impacts effectively on the pupils' knowledge of Christianity. The relationships between all members of the school community are very good. This is because they are based on the school's core values which ensure that respect and compassion are always high on the agenda. Parents value the accessibility and dedication of staff, and speak highly of the care and concern shown for each child and for the whole community. They value the influence of Christian values on school life and recognise that there is, 'something special about our church school'.

The impact of collective worship on the school community is good

Pupils and staff describe collective worship as important. The impact of worship is high. This is because it is well planned and regular evaluation by the senior leaders and a growing input from pupils ensures high quality of delivery. The daily act of distinctively Christian worship is central to the life of this school. It is a joyous occasion recognised as a time for reflection, prayer and celebration. This results in collective worship of a high quality which develops the children's personal spirituality effectively. Learners engage fully in worship. They listen attentively and participate when invited as well as planning on occasions through the pupils' worship group led by the bishop's visitor. It is recognised and understood by pupils to be a time to come together to think about Jesus. They also believe it is a time to, 'learn how to behave and get along with each other'. Bible stories are used effectively along with other moral stories to guide learners. Pupils are able to give examples of the Christian values they see in different bible stories. They demonstrate concern for others and there are many examples of charity work such as raising money for guide dogs for the blind. Pupils show an understanding of the concept of The Trinity with thoughtful comments on God as Father, Son and Holy Spirit. One pupil commented, 'the Holy Spirit is always around us.' They frequently help plan and lead assemblies through the worship group and their role in evaluating worship is developing well. The school recognises that widening pupils' involvement in the delivery and evaluation of collective worship will encourage and enrich their experiences. There is a strong relationship between the school and the parish church. The pupils visit St Nicholas Church, despite its distance from the school, several times a year. Inclusion is ensured through the selection of a very effective and broad set of themes that link well with the emphasis on Christian values. The church's year underpins the programme enabling good provision for developing understanding of Anglican tradition and practice. Pupils are able to describe the main Christian festivals and have a good understanding their importance. Pupils and parents cited the school Agape service as being especially memorable. This service enables everyone to explicitly share Christian love through Anglican

traditions. Pupils' attitude to prayer is respectful and very positive. Pupils are able to participate in prayer and reflection on a number of occasions during the school day. This is a result of their participation in collective worship and when using the dedicated classroom reflection areas. The school recognises that the planned development of a spiritual garden in the school grounds will enhance resources for reflection and peace.

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

The effectiveness of the senior leadership team and governors in developing the school's Christian ethos is good. The headteacher's vision is based upon Christian values and all staff and governors support this. They articulate with confidence and clarity a well developed vision for the school which is rooted in distinctive Christian values. This has been shared extensively with other partners and is clearly expressed in documentation including comprehensive action plans for both RE and collective worship. The headteacher provides strong leadership and has evaluated the school's Christian distinctiveness accurately with staff and governors. This Christian vision has a major impact on improving standards of achievement in the school. The quality of the partnership between the school and the local community and diocese is good. Self-evaluation is realistic and the governors have played a developing role in this recently. This work continues and ensures the school's approach to improving standards is becoming more robust and systematic. Collective worship and RE meet statutory requirements and are well led and managed by the headteacher and RE subject leader. They contribute effectively to learners' understanding of Christian values. The newly appointed RE subject leader has benefitted from professional development with the Diocese. The headteacher and senior teachers, supported by other members of staff, foundation governors and clergy model active Christian leadership. This has a positive impact on the well-being of the whole school community. Parents and pupils know that their views are sought and valued by school leaders. Team spirit in the school is very high and members of staff are positive about relationships within the school. Staff work hard to build strong supportive relationships with parents who cite the school's Christian ethos as a key factor for choosing the school. They acknowledge the way that links between the school and the parish church are helping pupils to see the church as a welcoming place. This in turn develops their understanding of Christian worship and practice. The areas for improvement of the previous inspection have been met in full.

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