



Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2006

DIOCESE OF LEICESTER

DERBYSHIRE LOCAL AUTHORITY

Woodville CE (cont) Primary School
High Street
Woodville
Swadlincote
Derbyshire
DE11 7EA

Inspection Date: 4th & 6th March, 2009

Section 48 Inspector: Mrs Julie Wright (No: 215)



SIAS Report Form

Name and address of school:	Woodville CE Junior School High Street, Woodville, Swadlincote, Derbyshire DE11 7EA
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Derbyshire
Dates of inspection:	4 th & 6 th March, 2009
Date of last inspection:	8 th & 9 th March, 2006.
School's Unique Ref. No:	112865
Name of Head teacher;	Mr Roger Averis
Inspector's name (with N.S. No):	Mrs Julie Wright. (No. 215)
Context	
Woodville CE Junior School is an average-sized school serving the community of Woodville, which is a former mining settlement. The school is mono-cultural with virtually all children of white British heritage and was without a substantive head teacher for nearly three years prior to the appointment of the current head teacher in September 2008.	
Summary Judgment	
The distinctiveness and effectiveness of Woodville CE Primary as a Church of England school are inadequate	
Woodville is a caring and inclusive environment in which pupils learn and achieve. However, because the Christian vision for the school is not given priority, progress is limited by the distinctive character of the school not being a part of the strategic planning process.	
Established strengths	
<ul style="list-style-type: none">• Highly inclusive and caring ethos• Strong and purposeful leadership of the head teacher• Friendly outgoing and positive children who enjoy belonging to this school• Supportive and committed governing body	
Focus for development	
<ul style="list-style-type: none">• Celebrate and promote the Church of England status of the school• Ensure the evaluation of the school's distinctiveness of itself as a church school is high on the governing body agenda and key to the school's strategic planning process• Create opportunities for stillness and reflection as an integral part of Collective Worship• Formulate a clear policy to secure pupils' Spiritual Development.	

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

After a significant period of turbulence, Woodville provides an inclusive environment where pupils feel valued and supported to reach their potential. They speak warmly and enthusiastically about the leadership of the new head teacher. However, whilst they are positive about the levels of care they receive, pupils are not aware of the Christian values within school as these are not made explicit. This is a view shared by staff and the chair of governors. The school does not make the most of its relationship with either the parish church or the neighbouring Methodist chapel. The school values a range of achievements and as a result of the new policy, pupils' behaviour and relationships across the school are generally good. Although kindness and tolerance are encouraged, Christian values are not explicit and consequently the pupils' spiritual development suffers. Despite the Christian foundation being mentioned in key documentation, the school does little to promote its distinctiveness. Despite a cross hanging on the wall in the school entrance and a candle and a bible in a year 6 classroom and other displays, the Christian character is not very evident in the school environment.

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

Children enjoy and value the opportunities to meet together and worship as a whole school community and in spite of the difficulties with the school's accommodation the head teacher has worked hard to ensure that these opportunities have not suffered. Weekly themes are planned for the year using the diocesan guidelines and contain a mixture of topics from the Christian calendar and the school's programme for social and emotional development. Spiritual development has a low profile and limited evaluation procedures mean that impact is not measured effectively. Pupil's behaviour during worship is generally good and they respond well by participating with enthusiasm, although, because of a lack of visual focus and chatting from staff, there is a notable lack of reverent atmosphere. Pupils comment on how they see worship as an opportunity for the whole school to join together, although opportunities to develop learner's spirituality are missed because of the lack of coherent spiritual moral social cultural policy and limited opportunities given for reflection. Very good relationships between the head teacher and the learners were, however a strong feature of the whole school worship observed during the inspection, and ensured that children derived affirmation. The lack of a prayer or mention of God or Jesus meant that opportunities for spiritual development were missed. Pupils particularly enjoy the three occasions in the year when they celebrate the major Christian festivals in church but they have not yet recognised the centrality of worship in the life of the school.

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

The leadership of the head teacher is strong, purposeful, caring and inclusive. He and the chair of governors are passionate about the children and community at Woodville. The school has a clearly expressed vision statement which is familiar to all members of the school community through public documents and the school website. The school improvement plan does not make reference to a clear process by which any issues such as pupils' spiritual development or the development of the school's distinctiveness as a church school can find their way into the strategic planning process. Very few professional development opportunities have been provided for staff to be supported in understanding the implications of the school's distinctive character. The head teacher and governors have worked hard in developing effective systems for whole school improvements and these have had a significant impact on behaviour and progress. The chair of governors is committed to giving church school issues a higher priority as she sees the need to develop the school's distinctive character, but governors have not yet taken the necessary action. The school does not have sufficient focus on planning for and developing its success in creating a broad and distinctive Christian ethos.