



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

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

Waltham on the Wolds CE (Aided) Primary School
Melton Road
Waltham on the Wolds
Leicestershire
LE14 4AJ

Inspection Date: 26th and 29th January 2010

Section 48 Inspector: Mrs Gail Forryan (No: 211)



SIAS Report Form

Name and address of school:	Waltham on the Wolds CE Primary School Melton Road Waltham on the Wolds Leicestershire LE14 4AJ
Type of school	Primary
Status:	Voluntary Aided
Diocese:	Leicester
Local Authority:	Leicestershire
Date of inspection:	26 th and 29 th January 2010
Date of last inspection:	2 nd and 9 th November 2006
School's Unique Ref. No:	120170
Name of Head teacher;	Mrs Cora Townson
Inspector's name (with N.S. No)	Mrs Gail Forryan (No. 211)

Context
<p>Waltham on the Wolds CE (A) Primary School is a small village school with 79 children on roll. Almost all of the children are from white British backgrounds with the proportion of children identified with special educational needs and/or disabilities below the national average. The school has been through a period of change since the last inspection, with a major re-organisation within the Melton group of schools which led to the school accommodating year 6 children for the first time. The school was granted voluntary aided status in January 2009 after previously being a voluntary controlled school.</p>

Summary Judgment
The distinctiveness and effectiveness of Waltham on the Wolds CE Primary School as a Church of England school are good.
<p>Waltham CE Primary School is a good Church of England school with many strengths. The school is a caring, friendly and welcoming community. The Christian foundation is evident in the way children conduct themselves around the school and particularly the very high standards of behaviour and manners. There are positive links with the local community.</p>

Established strengths
<ul style="list-style-type: none">• Good leadership by the headteacher supported by hard working staff and governors.• Very good relationships within a family ethos producing outstanding behaviour and mature learners.• Good links and relationships with local churches, clergy and community.

Focus for development
<ul style="list-style-type: none">• Develop a policy for spiritual, moral, social and cultural development.• Provide opportunities for the RE Co-ordinator to observe and evaluate RE lessons.• Ensure that foundation governors have regular formal opportunity to report on the church school status to the governing body.

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

Christian values of friendship, tolerance and care are embedded in nurturing the development of all children's qualities and achievements. School documentation is clear in promoting its Christian foundation. Parents describe the school as being like a family, older children playing and looking after younger ones. One parent commented: "I am proud my children come to this school." Displays around school reflect Christian and other faith dimensions including prayer, hands that help us and Islamic displays. Spiritual, moral, social and cultural (SMSC) education is a strength of the school leading to mature and reflective learners. SMSC now needs to be recognised in a separate policy to reflect the good practice. The school provides curriculum enrichment in a variety of ways including many clubs and activities. Children are encouraged to take on responsibility through the Wise Owl Parliament, junior road safety officers and charitable service. The school has positive links with the local community. The top three classes led a service at the local war memorial on Remembrance day and presented a school wreath consisting of poppies made by every child in school. Members of the parish council commented on the children's thoughtful and reflective contributions. The school is committed to furthering community cohesion to ensure children are prepared for life in a global society. They are linked with a multi-faith school in Leicester and have successfully made a bid to link with a school in Columbia through the British Council's Connecting Classrooms initiative.

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

Collective worship is a special time for children and staff. Acts of worship are well planned using the suggested diocesan themes. Assemblies observed during the inspection were presented in a thoughtful and enjoyable way with one celebrating the work and successes of the children across the whole school. In the first assembly observed the older children were fully engaged and understood that some people are wrongly imprisoned. There was a powerful image of the Amnesty International logo shown on the white board, which was reinforced by the lighting of a candle with barbed wire wrapped round it. Children were given time to reflect on their own thoughts and feelings and how to improve their own school. They enjoy answering questions, singing and helping. They like to hear bible stories and particularly enjoy the newly introduced 'Open the Book' worship time. Children said they like other adults leading this worship because "they dress up and use props and different voices in a fun way". Prayer is led by the adult leading worship. There are good links with local churches, clergy and parishioners which the school appreciates and values. Their support adds to the spiritual dimension of collective worship. Children say grace before meals, know the Lord's prayer, and say their own class prayers at the end of the day. Two to three Year 6 children, on a rota basis, are given the responsibility of planning and leading worship once a week for the youngest children. The impact of music within worship is good; children sing well and listen carefully to the music played. Parents are invited to church services which are well supported. Worship is monitored regularly by staff and children.

The effectiveness of the religious education is good.

Since gaining voluntary aided status, RE lessons are planned using the diocesan scheme of work. Where RE lessons are good, there is careful planning and preparation with clearly defined objectives, pace and expectations which engage the children's attention. A variety of approaches are used which are well matched to the children's ages and experiences. The children have a good understanding of Christianity and other major world religions. In a lesson exploring what people of different religions can do to create a strong sense of community, the children demonstrated a high level of respect when discovering the five duties that Muslims undertake to help them feel they are members of the worldwide Muslim community. The younger children in a lesson were finding out what a missionary is and to suggesting ways of how to give and receive good news. In lessons the children were fully involved and could relate with examples from their own experiences. Children recognise

that it is important to learn about different religions and an older child said, "We would like to visit more places of worship to help us understand the different ways people live." RE is well resourced using faith artefacts, books, bibles and technological sources. The assessment of RE began in Autumn 2009 and has yet to establish if standards and progress are in line with national expectations. A good start has been made following whole staff training on curriculum leadership led by an external consultant. The effective RE co-ordinator has recognised the need to develop further assessment and monitoring procedures for the subject, for example by monitoring the work of colleagues through lesson observations.

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

Leadership and management by the headteacher and dedicated governing body provide a clear vision for school development. A team of highly committed staff ably supports the headteacher. The headteacher and governors have worked hard since the last inspection in establishing voluntary aided status for the school. They successfully liaised with the diocesan officers and ensured stakeholders were consulted and given the correct information about what this development meant to the life of the school. All stakeholders feel that their views and opinions were considered in the decision making. Self-evaluation is secure in identifying areas for future development. The governing body has rightly recognised that the school's new status needs to be carefully monitored and evaluated to ensure that the Church of England ethos is distinctive. School staff talk about good relationships and support at all levels with a well resourced and pleasant working environment. Parents feel they are fully involved in the life of the school and appreciate that their views are gathered through questionnaires. There is a dedicated parents and friends association which actively supports the work of the school through social and fund raising events. The well planned curriculum, in particular through the whole school rolling programme, gives every child the opportunity to flourish and succeed.