



National Society Statutory Inspection of Anglican and Methodist Schools Report

Wick Church of England Voluntary Controlled Primary School

Church Road
Wick
Bristol
BS30 5PD

Previous SIAMS grade: Satisfactory

Diocese of Bristol

Local authority: South Gloucestershire

Date of inspection: 13 November 2014

Date of last inspection: 9 November 2010

School's URN: 109177

Headteacher: Robert Cockle

SIAMS Inspector: Alison Lock NS 605

School context

Wick Primary is a smaller than average primary school with 176 pupils on roll. It serves the village of Wick and nearby villages with families choosing to travel further afield. The school is largely white British with just over ten percent from minority ethnic backgrounds. The percentage of children with special needs is below the national average. Recent extensions to the school buildings have enhanced the quality of education.

The distinctiveness and effectiveness of Wick CE VC Primary as a Church of England school are outstanding

- The committed, enthusiastic and knowledgeable teamwork between headteacher, religious education subject leader and collective worship coordinator ensures that the school is continually developing its distinctiveness as a church school.
- The strength of partnerships between church and school brings clear benefits to all children and their families.
- Core values underpin the school making a significant contribution to the children's academic progress and creating a community with excellent relationships.

Areas to improve

- Expand planning and leadership of collective worship so that greater involvement of children enables them to have a deeper appreciation of its impact on their lives.
- Develop planning of spiritual development by ensuring that children are equipped with the skills to respond to the big questions of life as they acquire the language to express themselves at deeper levels.

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

All members of Wick School community recognise that school values are distinctively Christian and are explicitly embedded into the life of the school. As a result, they acknowledge the significant difference these values make to daily lives and achievement of learners, both adult and child. The vision and aims of the school were defined by all stakeholders and are displayed throughout the environment, through actions and physical displays. Attendance is good and academic progress of each pupil is excellent. Both are attributed to the fact that each child is valued and celebrated as a unique being in the eyes of God. Behaviour is recognised as being very good with strong relationships between pupils, especially as older ones nurture younger children. This is recognised by parents as having grown from identified Christian values. Children are articulate and confident when expressing their thoughts and views which have been encouraged through an emphasis on big questions in the curriculum as well as areas of reflection and exploration throughout the school indoor and outdoor environment. The school has yet to identify how it supports children in acquiring the skills and language to respond to big questions at deeper levels as they move through the school. Staff make good use of the whole curriculum, including Religious Education, to plan opportunities that develop spirituality of pupils developing a growing empathy with others. This is also demonstrated through the variety and number of pupil initiated fund-raising activities for their school, and other children both in the UK and worldwide. The vicar is a respected, welcome, active member of the school community, both as a governor and incumbent. He prioritises the school highly and his input is valued through pastoral visits, the taught curriculum, school events, leading collective worship and as an active participant in school leadership. The church is used frequently by the school to celebrate festivals within the Christian year, and as a planned strand of the RE curriculum which is recognised as being a valuable part of the children's development by all members of the communities. Children identify it as an important place in their lives where they celebrate special occasions and the congregation often take part in school events showing they value the partnership. Creative work is often displayed within the church celebrating Christian festivals. This collaboration is encouraged by the vicar and greatly appreciated by both the church and school. Children have a good understanding of Christianity as a world religion which has been developed through RE lessons and by gaining the full International School Award. Planned links between different curriculum areas have enabled pupils to understand the lives of children in other countries, their faiths and cultures. Visitors into the school have also supported and encouraged this understanding giving children a wealth and breadth of experience so that they often use their skills to fundraise themselves. Children are excited by RE lessons because they use a variety of learning styles and encourage them to think deeply. One child said that he is fascinated by the question concerning the creation of God himself and he recognises that he has developed his thinking due to the skills of his teacher. There is a clear and detailed programme of visits and visitors supporting the RE curriculum which has not only developed the children's ideas of other faiths, but also the families as they report that they too were challenged by the questions brought home by the children.

The impact of collective worship on the school community is outstanding

All members of the school community appreciate the great value placed on collective worship. They regard it as an inspirational time of reflection and worship. Children are able to relate stories and messages to their daily life and are engaged in worship. The planning is detailed with references to Bible stories and Christian values giving a strong framework for all worship leaders and enabling them to relate worship to modern daily life. This was demonstrated in the Old Testament story of David and Saul where children understood that if God is in their heart then they would be like David and not fight and hurt others in their lives. Children participate eagerly and regularly bring stories to life for the rest of the school. Parents and governors show their appreciation, by huge attendance figures, of the pupil leaders of the school services in the church. There are few opportunities for children to regularly plan and lead collective

worship in school and therefore do not have a deeper experience of worship that such an involvement brings. The coordinator is enthusiastic, skilled and well-ordered in his planning. All leaders are included in delivering worship and have enough knowledge to ensure that it is of a high quality. Members of the church and local chapel lead worship regularly alongside invited visitors and staff. Collective worship is evaluated at least weekly by pupils and good use is made of those evaluations. For example, a visitor asked for feedback following an act of worship and the children's evaluations were used alongside his own expertise to improve future delivery. Governors also regularly evaluate worship and use their findings to report to the full governing body but also as a means of further improvement. Worship has a clear framework that reflects the school's Anglican tradition. The structure of each act of worship is clear with a welcome which recognises that God is amongst them, worship, prayer and a sending out. The children understand well the idea of service to others in the sending out as demonstrated by the school being just one of fifty nationally to be recognised as delivering a "Best Assembly" as part of Children In Need. Pupils understand that prayer is an important part of their lives. Prayers are often displayed on the prayer tree in the entrance hall and then used as part of collective worship. Children use a range of types of prayer and know that it is a form of communication with God which can be used at any time. This is reinforced as part of the RE curriculum when children identify different emotions and how they communicate them to others but also to God. Parents and pupils appreciate the weekly celebration worship where they are named and celebrated because they have not only demonstrated good skills but also behaviours related to core values. Children can talk about the Trinity with a good level of understanding using modern illustrations such as the three properties of water to relate it to their lives.

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

The commitment of the headteacher, foundation governors, collective worship co-ordinator and RE subject leader means that core Christian values of Wick School are clearly articulated and manifested in practice throughout the school, resulting in outstanding leadership. The vision and aims of the school is declared around the school and all stakeholders tell the story of how this is shown in the behaviour of everyone in the school community. Parents are very appreciative of the positive impact of Christian values on their child's education. They always know the current value and say that they are often translated into discussion and behaviour at home. Parents' views are valued and used by the governing body through regular questionnaires which include specific questions relating to the Christian distinctiveness of the school. Foundation governors challenge as well as support the leadership of the school leading directly to school improvement. Self-evaluation as a church school is systematic and leads to further enhancement in all areas thereby meeting the aims of the school in that all children are unique. Professional development for all leaders is used as a positive tool for improvement and close staff links with other schools have been a productive part of this process. Links with the local church and chapel are strong and make a positive impact on many aspects of school life including collective worship, aspects of the curriculum and community events. Working in partnership with children in Uganda has enriched the learning of both school communities as well as developing Wick pupils' awareness of children globally. Pupils are encouraged to take active roles of leadership through school council and eco club resulting in pro-active fundraising initiatives and links with children in other countries. The leadership of RE is outstanding as it is planned collaboratively, linked to the core values, monitored and evaluated systematically leading to high standards which are tracked through the school so that individual progress is recorded alongside the different curriculum strands. Links with other subject leaders re-enforce and develop good practice which leads to standards in RE that are above national expectations.

SIAMS report November 2014 Wick CE VC School, Wick, BS30 5PD

