

National Society Statutory Inspection of Anglican Schools Report

Weston Favell Church of England Voluntary Aided Primary School

Westwood Way
Wellingborough Road
Northampton
NN3 3HH

Diocese: Peterborough

Local authority: Northamptonshire
Dates of inspection: 3rd February 2010
Date of last inspection: 1st March 2007
School's unique reference number: 122010
Headteacher: Mrs Jill Ramshaw
Inspector's name and number: Edward Husbands 481

School context

This school is above average in size, with 300 pupils on roll. Approximately 20% of the pupils are from black and minority ethnic families. The school is popular and oversubscribed, with the pupils coming from mixed socio-economic backgrounds. The proportion of pupils with special educational needs is in line with the national average.

The distinctiveness and effectiveness of Weston Favell as a Church of England school are outstanding

This is a school where its Christian vision is firmly embedded, thereby shaping the excellent standards of care and learning. Respect for all is paramount. The headteacher, staff and governors all strive to ensure that pupils receive the best in a true Christian setting. Close links with the parish ensures that the spiritual life of the whole community is enriched.

Established strengths

- Christian vision, which lies at the heart of the school, underpinning all its policies and practices
- The central role of collective worship and links with the parish church
- Excellent relationships, which ensure that every member of the school community is valued and supported

Focus for development

- To further refine the assessment procedures in RE
- The RE co-ordinator to undertake regular classroom observations and feedback to assist staff in the development of their RE teaching

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

A strong Christian ethos is clearly at the heart of all aspects of the school and contributes greatly to the outstanding personal and spiritual development of the pupils. The headteacher expresses a strong and open Christian ethos. She is well supported by all the staff in promoting these values and in providing good role models and secure relationships for the children. Pupils understand that the school motto, "living and learning together" and the fact that all are unique and special to God, underpins the good relationships which are clearly evident. It is epitomized by the headteacher and the staff and is reflected in the outstanding provision made for social, cultural and spiritual development within the school. The clear vision of the headteacher has helped in leading a unified staff. The children are happy at

school, behave very well, work co-operatively together and show great care and concern for one another. They understand and appreciate the Golden Rules, which set out clear expectations. They like the way their successes are praised and celebrated. One child said, "It makes me feel proud and pleased with myself." Parents speak of the welcoming environment, where older children supporting the younger ones, is seen as being a strong feature of the school. Pupils make good academic progress and feel valued and special. There is an exciting and well developed curriculum, as well as a wide range of extra-curricular activities. Members of the eco-council were able to talk about their responsibilities to care for themselves and their world. They are proud of their school environment, are enthusiastic about recycling and understand why healthy eating is good. Pupils enjoy fundraising for a variety of charities, including a link which they have with a school in Kenya. The views of pupils are valued and acted upon through the School Council and through the eco-council. High quality, attractive religious education displays are prominent throughout the school, which together with a range of Christian signs and symbols in classrooms, corridors and in the hall, effectively support pupils' spiritual development. The school reports that the impact of these has been to heighten and increase pupils' awareness of God's world and their place in it. They speak of these with enthusiasm and with appropriate levels of understanding.

The impact of collective worship on the school community is outstanding

Worship is an extremely important part of the school's life. Children start the day with a real sense of being part of a worshipping community. Pupils enjoy it and have an extremely positive attitude, as was evident by both their comments and those of their parents. Observation of whole school worship showed that they all take part enthusiastically and with appropriate reverence, taking an active role confidently, some acting and others leading prayers. The singing of hymns is enthusiastic, and reflection with a focus on candles provides children with an opportunity for thinking. Several prayers and hymns are known by heart, including the school prayer and the Lord's Prayer. Children and staff both receive stimulation and spiritual growth from their experience of collective worship. Thorough planning, both long and short term reflects the very good policy for collective worship and is firmly based on Christian beliefs and teaching. Pupils' comments and their caring behaviour clearly reflect its overall effect. Although distinctly Christian, the moral and social elements strongly involve those of other faiths or none. Governors are extremely active in their monitoring and reporting of worship. The results of monitoring are discussed by the governors and are then fed into planning and development. Pupils also take part in planning and in the evaluation process, their views being sought and acted upon. Pupils have an excellent understanding of Anglican tradition and practice through the school's strong partnership with the parish church, the regular involvement of the Vicar and worship team from the parish church in school worship and, very particularly, through the termly celebrations held in the church.

The effectiveness of the religious education is good

Standards of achievement in religious education are good. By the time they leave in Year 6, pupils have made good progress. Assessment procedures have improved, so that comparisons can now be made with other core subjects. Their attainment is above national expectations and in line with other core subjects in the school. However, something which the school recognises is that assessment needs refining to provide evidence of different strands within each National Curriculum level. The teaching of RE is good and this has a positive impact on pupils' learning and attitudes. The quality of teaching seen during the inspection was good. Lessons are thoroughly prepared and well supported by the RE co-ordinator. Staff have a good understanding of the focus for lessons and this ensures that children make agreeable progress in relation to lesson outcomes. A wide range of learning strategies means that children enjoy learning, particularly when they are engaged in first hand experiences. The study of other faiths as well as Christianity helps enhance community

cohesion as well as promoting the school's distinctive character. Pupils have plenty of opportunity to express their views and opinions in RE and to reflect on what it means to them. They also evaluate their own work, which helps staff in their future planning. The enthusiasm of the teaching and the care given to the scope of the learning activities help to create the positive attitudes that children show towards their learning, and also show the importance that RE has in the life of the school.

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

Much has been achieved since the last Section 48 report by the hard work and vision of the headteacher, the governors and the whole school community. All recommendations from the previous report have been addressed and their impact evaluated. The headteacher's dedication and leadership has a major impact on the life and work of the school. Governors take an active part in the life of the school and are continually taking on new initiatives to move the school forward in their monitoring and evaluative role. The whole school community was very involved in looking afresh at the school's vision. As a result the school's values are proudly displayed and adhered to and all model the school vision. There is an excellent working relationship between the church and school which reaches out into the local community. The school works closely with the diocese so that everyone is involved in upholding the school's Christian foundation. The high status of RE and collective worship are clearly evident across the school, and are highly valued by all pupils. The school listens carefully to views of parents and pupils and ensures that opportunities are found to include all. Self-evaluation as a church school is secure and well embedded, with regular monitoring and reporting to governors.

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