

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Woodville Church of England Junior School	
Address	High Street, Woodville, Swadlincote, Derbyshire. DE11 7EA
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Ineffective
The impact of collective worship	Requires Improvement

School's vision
At Woodville Schools Federation we promote a love of learning with God as our guide, in a place of respect, laughter and friendship, where everyone is valued, inspired and encouraged to reach their individual potential and 'soar high on wings like eagles'. (Isaiah 40:31)
Key findings
<ul style="list-style-type: none"> • There is a mismatch between the school's vision, values, ethos and mission statement. This leads to confusion amongst all stakeholders as to what is driving the school as a church school. • Governors understand the importance of the school Christian values but are unable to articulate the school's vision and do not understand their roles as church school governors. • Collective worship is valued by both pupils and staff as an important part of the school day. However, pupils are not always actively involved in the worship, and are not consistently invited to join in prayer or moments of reflection. • The religious education (RE) curriculum is well resourced. However, it lacks coherence, meaning that pupils struggle to talk about learning with any confidence. • Parents talk passionately about the support from the school. This support has a positive impact on the most vulnerable pupils and their parents.
Areas for development
<ul style="list-style-type: none"> • To develop a clear coherent Christian vision, underpinned by theology, so that it shapes development plans, school policies and actions. • Ensure that all governors have a clear understanding of their role as governors in a church school so that they can evaluate the impact of the Christian vision. • Review collective worship to make sure it is more actively engaging, and that pupils are invited to take part in prayer so that all who attend can take part with integrity. • Develop the RE curriculum so that a good core knowledge of Christianity and a knowledge of a range of religious and worldviews enable pupils to talk with clarity and confidence about their learning.

Inspection findings

Woodville Junior School is a welcoming and inclusive school. Each pupil is valued as an individual and they are encouraged to 'soar'.

The school is going through a challenging period of change which has resulted in its distinctiveness as a Church school being diminished. Leaders have developed a vision, an ethos, a mission statement, and have identified core values. However, these documents are not cohesive. Pupils, staff and governors cannot readily say what the school's Christian vision is, nor explain the biblical foundations on which it is based. This leads to a lack of clarity around how leaders want to drive the school as a church school. Governors recognise the importance of the school's Christian values and how these link to behaviour and respect. They recognise an increased calmness around the school since the involvement of the behaviour hub. They support the work of the school, but do not have a clear understanding of their role as church school governors. There is no clear process in place to evaluate the effectiveness of the school as a church school.

Staff, pupils and governors describe the importance of the school Christian values of respect, courage, perseverance, creativity and joy. Parents agree that their children are being taught good values for life. These values provide a driver for the school and can be seen in school life. Pupils are awarded house points for demonstrating these Christian values. There are also values awards each term linked to the Christian Value explored in the Collective worship. However, these are not always the same as the school's core Christian values, leading to some confusion.

A significant strength of Woodville Junior School is the support that the school gives to its families. Parents are effusive in their support for the school. This is reflected in the attitude from staff that every pupil matters, and that no one should be left behind. Parents say they 'trust the school completely'. Regular communication is developing the partnership between school and parents. The recently appointed inclusion manager provides support for vulnerable pupils and their parents. Parents and pupils feel well supported by school staff in times of difficulty. Links with the local community are being redeveloped since the pandemic and the Harvest festival at the church was well attended.

The school is developing their curriculum so that it offers the pupils a wide range of experiences and learning opportunities. The executive headteacher is committed to driving improvement in teaching and learning. Vulnerable pupils are supported well, and individual behavioural needs are considered. Pupils' achievements during each week are recognised through 'soar' awards which reflect the school's Christian values. These recognise learning and behaviour that are inspired by the school's values and awarded as part of their collective worship. Extra-curricular activities are organised so that no one is excluded, whatever their needs or circumstances. Spiritual development is at an early stage. Pupils have the opportunity to be quiet and reflect before lunch and in times of collective worship.

Pupils are developing a sense of the importance of respect. They know the importance of understanding different viewpoints and how this will help them as they go out into the world. Pupils refer to 'the golden rule – treat people like you want to be treated'. Pupils support a range of charities. Since the previous SIAMS inspection, the school has contributed towards the building of a school in Nepal. More recently the school has focused on community charities such as the local Foodbank and Toybank. Pupils are encouraged to be advocates for change through sharing stories of inspiring people, such as the story of Rosa Parks.

Pupils know the expectations around behaviour in line with the school values. These are not yet followed consistently by all, meaning that pupils do not always treat each other with dignity and respect. Behaviour is an area that is improving, alongside support from the behaviour hub. Consistent strategies are now in place across the school and known to all pupils. This is a cultural shift and is taking time to embed. Staff explore any incidents of misbehaviour with the pupils, who are then supported to make better choices in

future behaviour. The introduction of a friendship bench is supporting pupils in developing friendships at playtime.

Collective worship is an important part of the school day for both pupils and staff. It provides a time for togetherness, reflection and prayer. Pupils are not always actively involved, leading to less engagement with the worship. There is an expectation that all should join in with prayer, rather than pupils being invited to pray if they wish. There is a clear programme of collective worship over each week, with a mixture of whole school and class-based worship. Whole school worship begins with the lighting of three candles and 'welcome words' which include acknowledgement of 'God the Father, God the Son and God the Holy Spirit'. Pupils have knowledge of a good range of stories from the Bible that have been shared in collective worship. Some class worship is rooted in Christian teaching, though this is not consistent across classes. There is not always a time of reflection during class worship. There is a newly appointed worship council. Their role in planning, leadership and evaluation is still at a very early stage. Each class has a collective worship area, but there is a sense that these are not, as yet, contributing significantly to pupils' spiritual development. Pupils don't always see a distinction between collective worship and RE, referring to class worship as part of RE learning.

RE teaching focuses on Christianity, Islam and Hinduism, alongside thematic units which enable pupils to explore other world faiths as part of a big question. The RE curriculum is well resourced. Pupils talk at a basic level about their work in RE. Work in pupils' books show limited opportunities for working and recording at greater depth. Progression in learning across the school and depth of understanding of the key knowledge taught is not clear. This leads to some misconceptions in learning about faiths other than Christianity and about Christianity as a world faith. Pupils struggle to talk about their learning with confidence.

The senior leadership team acknowledge that the school is on a journey. They are committed to establishing a clearer Christian vision for the school as a driver for developing the school as a church school.

Information			
School	Woodville Church of England VC Junior School	Inspection date	30 January 2023
URN	112865	VC/VA/Academy	VC
Diocese/District	Leicester	Pupils on roll	318
MAT/Federation	Woodville Schools Federation		
Executive Headteacher	Karen Puszczynska		
Chair of Governors/Trust Board	Stephen Taylor		
Inspector	Megan Davis	No.	c.21/22