



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Wycliffe Church of England Voluntary Controlled Primary School

Saltaire Road
ShIPLEY
BD18 3HZ

Previous SIAMS grade: Satisfactory

Current SIAMS grade: Good

Diocese: West Yorkshire and the Dales

Local authority: Leeds

Dates of inspection: 10 March 2016

Date of last inspection: May 2011

School's unique reference number: 132178

Headteacher: Jo Newman

Inspector's name and number: Lynne Gillions 662

School context

Wycliffe is an expanding primary school with 254 pupils on roll. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below average. The proportion of pupils eligible for the pupil premium is above average. The proportion of pupils from minority ethnic groups and pupils who speak English as an additional language are both above average. The headteacher was in post at the last inspection.

The distinctiveness and effectiveness of Wycliffe Church of England Primary as a Church of England school are good

- The headteacher, ably supported by staff and governors, has helped drive up pupils' attainment and progress so that they are now mainly above national standards. The Christian foundation of the school has been a contributory factor to this process.
- The school offers an inclusive education, making good use of its own community to teach children about other faiths and cultures. This has resulted in children having a good appreciation of diversity.
- The support given by parents and local churches enriches children's experiences and helps embed them in their local community.
- The school offers children a good range of creative activities which help to develop them as rounded individuals.

Areas to improve

- Clarify and communicate agreed Christian values across the school in order to develop a greater shared understanding between all stakeholders.
- Ensure that the monitoring and evaluation of the school's performance as a church school is rigorous and involves all members of the school community.
- Use the creative capacity within the school to develop interactive areas where children can reflect, ask questions and offer personal responses to issues.

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

The Christian ethos of the school underpins all areas of school life and stakeholders recognise that this has made a contribution to the three year upward trajectory in standards. Pupils now make good progress and most reach standards above those achieved nationally. The introduction of assertive mentoring, where children regularly review their own progress with a member of staff, helps challenge children to develop further. Christian values such as respect, forgiveness and honesty are in evidence throughout school but these need to be more clearly identified so that all stakeholders can confidently articulate these characteristics and the impact they have on the lives of the children. Pupils are well cared for and vulnerable pupils and families are supported by a learning mentor. Staff value all pupils and strive to give them a high regard for each other and a sense of their own worth so that they can grow in confidence and achieve their potential. The school is a fine example of an inclusive community. During their time in school pupils visit different places of worship. Parents and children are invited to share their differing cultural experiences and faiths. Christian parents have organised Prayer Spaces, events where children can explore spirituality. Muslim parents organised a Moon and Stars event where food was shared and children dressed in their special clothes, walked down a catwalk and shared significant aspects of their religious festival Eid as a way of exploring different cultures and beliefs. With such events, the children are developing a genuine respect and understanding of the different groups that make up their school family and are celebrating its diversity. Children are given opportunities to explore spirituality not only in collective worship and religious education but also through the arts which enable pupils to develop their creativity and activate a sense of awe and wonder. Religious education is seen as important and is currently monitored by the headteacher. As new staffing arrangements come into place it will be necessary to appoint a new subject leader who can further develop the subject. Expansion of the building has delayed plans to develop reflective areas but these are being prioritised when the work is completed so that children have more opportunities to engage in spiritual experiences and explore philosophical ideas. Overall, the spiritual, moral, social and cultural development of the children is good. The school's Christian values make a positive contribution to behaviour which is also good. Should arguments arise, children are encouraged to own their behaviour, to seek forgiveness and to make amends. Good behaviour is encouraged with a sense of harmony, honesty and humility. Children are able to take on responsibilities such as class monitors and members of the School Council. Older children also help support younger ones in the playground and this helps to engender a sense of belonging in the children.

The impact of collective worship on the school community is good

Collective worship is an important part of school life and has improved since the last inspection. It is planned around weekly themes which focus on Christian values, Bible stories and stories from other faiths. Worship is led by all teaching staff, local clergy, the Zephaniah Trust and an Open the Book Team. Each half term the curate works with a group of children to plan and deliver an act of collective worship. Pupils welcome the opportunity to take on this responsibility. Children enjoy collective worship and readily recall Bible stories such as The Lost Sheep and The Feeding of the Five Thousand. They talked about the Last Supper and made connections to the Christian celebration of Holy Communion. With encouragement, they can talk about the impact collective worship has on their lives but they would benefit from more opportunities to share their thoughts and experiences. They behave well during acts of worship responding appropriately. They have opportunities to reflect and pray and respond in their own lives, being asked in one collective worship to think what they could do to make the world a special place. They particularly enjoy the services in church which celebrate special occasions. All children participate in these and the school seeks to make them as creative as possible. For example, the Easter celebration had a theme of colours. Each class made and decorated masks in a particular colour which represented an element of the Easter story. Reception children made green masks and they told the story of Palm Sunday

while another class made black masks to represent the cross. These services are very well attended by parents from all faith groups. Children have some understanding of the Christian view of God as Father, Son and Holy Spirit, particularly recognising the important place that Jesus holds to believers. They are respectful of other faiths and recognise that some beliefs are similar and some are different. Children have some understanding of Anglican practice though this could be further developed. Children understand that prayer is talking to God and is important to people of faith. Prayers are said in collective worship, at lunchtime and at the end of the day. Children can write prayers which are then given to the parents' prayer group which meets monthly. A prayer tree is also used in school sometimes for children's prayers. There is a beautiful collage depicting the Lord's Prayer to which all children contributed and this is used as a focal point for collective worship.

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

All leaders recognise the important contribution that the Christian foundation makes to all aspects of school life. They believe Christian values permeate the whole school and recognise the important contribution they make to the improved standards of attainment and progress. Leaders and governors work closely together and form a strong partnership in moving the school forward. Governors have a clear understanding of pupil performance based on solid self-evaluation strategies. Whilst some procedures are in place to monitor and evaluate the school's performance as a church school, these need to be more rigorous and be incorporated into the school improvement cycle in order to secure further progress. Leaders ensure that opportunities to develop the spiritual, moral, social and cultural development of the children are in place. The thread of creativity which runs through the curriculum helps to engender in children a love of learning. School has a strong, mutually beneficial partnership with the local church, St Paul's and Shipley Churches Together send in regular Open the Book teams. St Peter's offers trained volunteers to support individual children who may not be fully engaged with their education. The local Baptist church invites the school to participate in Rewind events at Christmas and Easter and also puts on an annual art exhibition examining the life of Jesus. All these partners provide active support to the school and contribute to its distinctiveness. Parents are supportive of the school, valuing the access they have to the staff who are always approachable and quick to resolve any issues or to embrace their suggestions. Leaders recognise the importance of training and have received support from the diocese in their quest to provide a challenging, creative and enjoyable experience for the pupils in the context of a church school.

SIAMS report Mar 2016 Wycliffe CE Primary, Saltaire Rd, Shipley BD18 3HZ