



## National Society Statutory Inspection of Anglican Schools Report

Willoughby St Helena's Church of England Primary School  
Main Road  
Willoughby  
Alford  
Lincolnshire  
LN13 9NH

Diocese: Lincoln

Local authority: Lincolnshire

Date of inspection: 12 July 2011

Date of previous inspection: 23 January 2008

School's unique reference number: 120587

Headteacher: Mrs Sue Belton

Inspector's name and number: Mr Peter Riches 283

### School context

St Helena's Church of England Primary School is a small rural school of 106 pupils and serves Willoughby and outlying villages. The majority of pupils are White British. A higher than average number of pupils have special educational needs. In addition, a significant number have statements of special educational need. Breakfast and after school care extends the school's provision.

### **The distinctiveness and effectiveness of St Helena's as a Church of England school are good.**

The life of the whole school is firmly rooted in Christian values. Everyone feels valued, and all demonstrate care and Christian concern for one another. The school has some outstanding features, most especially in the excellent teamwork. The school is very ably led by the headteacher, with effective support from proactive governors.

### Established strengths

- The headteacher's inspirational and committed leadership
- Relationships within the school which exemplify Christian values
- Proactive governors who contribute effectively to the school's provision
- Excellent behaviour of the children, and effective procedures for resolving issues

### Focus for development

- Consider how collective worship can have a greater impact on the life of the school by providing opportunities for staff to more regularly share worship time with children
- Fully embed and evaluate the Spirituality Impact Assessment process
- Development of the learning spaces to make a greater contribution to spiritual growth

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

The school lives up to its mission statement 'Together, we strive for excellence'. Excellent teamwork with very effective communication allows for individual needs to be met in a supportive and caring Christian environment. This is evident both through academic

outcomes and also through the opportunities provide for personal development. The school is a fully inclusive community and children with special educational needs or from other faith backgrounds are wholly integrated into all aspects of school life. Children comment with confidence that they always feel safe and valued, and have someone to talk to. Furthermore, they were especially keen to demonstrate how they were encouraged to deal with issues between themselves if at all possible. The school council and the 'Parent Plus' group provide effective forums for stakeholders to discuss issues, make suggestions and take action. Members of the enthusiastic and supportive parent group were appreciative of the time school takes to know and understand their children, and the steps which the school takes to support them in their learning. The school communicates with parents very well through newsletters. Curriculum workshops enable families to make an informed contribution to their children's learning. The provision of a preschool breakfast club was suggested by the parent group and has been successfully introduced. Extended services are effectively signposted by the school and a number of parents expressed their appreciation of this. The whole school community lives out the concept of tolerance and forgiveness. This makes an excellent contribution to children's social and moral development. Global awareness has been very well developed through the schools involvement with the International Schools project. Two members of staff visited a school in India and children were able to communicate via Skype video conferencing. This involvement, coupled with regular charitable support for good causes such as UNICEF and LEPRO Health in Action enhances cultural understanding.

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

Collective worship occupies an important position in the life of the school and provides a good contribution to the spiritual development of those present. Acts of worship are well planned and recorded, and themes developed by the worship group allowed for input from a number of stakeholders. Children enjoy the opportunity to support the delivery of worship as illustrated by the monitors who assisted with preparation and delivery by operating audio visual equipment confidently. Their efforts provided a reflective and wholly appropriate atmosphere of reverence which the children responded to positively. The theme of personal ambition and role models was developed through readings, a film clip and personal reflection from the headteacher. Children responded enthusiastically to questions about their own aspirations, and clearly recalled points from previous acts of worship. Singing, reflection and the reciting of the Lord's Prayer were key elements during the worship. The school is well supported by a knowledgeable and enthusiastic Bishop's Visitor. Plans are in hand for the Bishop's Visitor to deliver training on collective worship issues to build on previous Diocesan input. Visual elements of the Anglican tradition including a cross and candle were in evidence. Visits to the local church, input from the vicar and participation in the annual church schools' festival enhance children's' understanding in this respect. A number of children commented that because they felt that worship time was important to them, they would welcome the opportunity to develop some of the issues during the school day. Apart from the headteacher, no staff members were present for worship, thus limiting these opportunities and therefore its impact.

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

The Christian vision of the school is outstanding. This is exemplified by the leadership of the headteacher and shared by staff and governors. Parents understand the mission of the school and are appreciative of the opportunities the school as a church establishment offers to their children. Issues relating to church school ethos form an explicit element of the school development plan. An excellent example of how the school seeks to develop is the Spirituality Impact Assessment project. Formulated in school, this initiative looks to analyse the impact of spirituality across all policies and curriculum areas in school with the intention of ensuring that the school's Christian ethos drives school development. The wellbeing element of this work focuses on the school environment and how this can be most effectively structured to develop spirituality. Religious education (RE) is delivered through the Agreed Syllabus. It is well resourced and occupies an important place within the curriculum. All staff have received training through the Diocese and funds have been committed for the resourcing of Godly Play. The UNICEF Rights Respecting School Award resources have been effectively used to elicit children's views on a range of issues. Members of the school council commented that they enjoyed the opportunity of contributing to 'how we do things in school' such as developing themes for worship. School documentation shows a clear and strategic view as to

the school approaches improvement as a church school, with key tasks delegated among staff and governors. The headteacher values the input of staff, and sees their involvement in this way as key to development. Induction and recruitment procedures involve appropriate 'challenge' on church school issues. Plans are in place to utilise and learn from the good practice of a local church school. Parents feel the school is very well led, and some pupils attend specifically because of its church school status.

SIAS report July 2011, Willoughby St Helena's Controlled Primary School, Alford, Lincolnshire LN13 9NH.