



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Whitewater Church of England Voluntary Controlled Primary School

The Street

Rotherwick, Hook

Hampshire RG27 9BG

Previous SIAS grade: Good

Current SIAMS grade: Good

Diocese: Winchester

Local authority: Hampshire

Dates of inspection: 22 September 2015

Date of last inspection: 21 September 2010

School's unique reference number: 116345

Headteacher: Lucy Edwards

Inspector's name and number: Andrew Rickett 201

School context

Whitewater is smaller than the average size primary school with 140 children arranged into five class groups. The number of children with learning difficulties and/or disabilities is below the national average as is the number entitled to receive the pupil premium. The majority of children come from a white British heritage. The school community reflects the broad socio-economic range of backgrounds in the catchment area. Attendance has improved and is broadly in line with the average for primary schools nationally. There has been a high turnover of staff during the last eighteen months. The headteacher was appointed in September 2014.

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

- A recently introduced set of explicit Christian values are deepening the whole school community's understanding of what it means to be a church school.
- Acts of worship make a valuable contribution to the development of the children's wellbeing and appreciation of faith and belief.
- School leaders and managers have a clear understanding of how they can continue to develop the Christian ethos so that it has relevance for children and adults.

Areas to improve

- Ensure that the whole school community acquires a language through which they can articulate a growing understanding of how Christian values impact on learning and personal development.
- Develop themes in collective worship so that they more effectively promote the school's core Christian values and lead to purposeful actions.
- Develop the skills of school leaders and managers so that they have a more effective

role in monitoring and evaluating the impact of the Christian ethos.

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

The school is making steady progress towards defining a set of core Christian values building on the existing good understanding of how its distinctive Christian ethos makes an impact on the lives of children. The two values already identified are gradually being introduced to the whole school community and school leaders are keen to involve children directly in choosing a third value that has meaning for them. A clear emphasis by school's leaders that the process of identifying core values is given time for effective consultation and reflection is ensuring that the values are the right ones for the whole school community. Children are developing a good understanding of fellowship, the first of the core values to be explored, and how it relates to their life in school. Children explain how friendship, as an aspect of fellowship, is important to their personal development and helps them in the learning as they work as a team with others. Acts of worship give fellowship a clear root in Christian teaching. Children explain how stories, such as the Good Samaritan, help them to understand that fellowship means more than friendship because 'everyone is our neighbour – not just our friends'. Values are becoming an integral part of the children's learning. Where it is relevant, teachers encourage children to make connections between values such as fellowship and the subject they are learning about. This is done successfully where, for example, in a religious education (RE) lesson, older children made links between the concepts of submission as an aspect of faith to fellowship. In other lessons, teachers remind children to work together and participate as a team to explore their learning as an example of fellowship. As yet, children have not acquired a breadth of language to enable them to engage in exploration of each value in depth so that they can articulate a growing understanding of what they mean to them personally. The current two core values are becoming increasingly integral to the children's learning and are making a growing contribution to their academic achievement which is above national expectations. Provision for the promotion of the children's social, moral, spiritual and cultural (SMSC) development is good with clearly identified opportunities for their teaching throughout the curriculum. Relationships between all members of the school community are very good. Children show care and kindness towards each other and are confident to share their views and opinions openly knowing that they will be listened to with respect. They are developing a greater awareness of the different cultures and faiths that make up modern Britain.

The impact of collective worship on the school community is good

Collective worship makes a good contribution to the life of the school through its promotion of explicit Christian values and the opportunities it gives for children and adults to reflect and pray. Children clearly understand that prayer and learning about Jesus are essential aspects of being a church school. They are able to make links between Christian values and their own lives. Furthermore, acts of worship encourage children to develop a wider appreciation of how values impact on the lives of others. A good example of this is the connection between fellowship and the current plight of refugees travelling to Europe. Children show concern for issues such as this but are less clear about what actions they can take to help them. There are good opportunities for children to reflect and pray in the life of the school. They respond with an appropriate respect when praying in collective worship and have a growing understanding that there are different types of prayer although this could be developed further. Children value the reflection areas in each classroom, which are linked to Christian values, and say that they help them to remember what they have learnt in acts of worship. Collective worship planning is effective and ensures that there is a clear focus on Christian teaching through values and prayer. Children are developing their understanding of the nature of the Trinity. They appreciate that God and Jesus are aspects of the same Being but less sure about the Holy Spirit. The local vicar and a team from the church contribute to worship through 'Open the Book' and children speak of the parish church as part of the school. Some monitoring and evaluation of worship has taken place but this has not yet been fully developed.

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

The headteacher has ensured that the Christian ethos is moving forward so that it meets the current expectations of what makes a good church school. She has successfully led the school community in building on the existing ethos by refining the staff and governors' understanding of a core set of values that have clearer roots in explicit Christian teaching. Since 2014, fellowship and courage have been identified and are currently becoming embedded into the personal development and learning of the children. School leaders have still to work with children to identify the final value that will form the third of the three core values. The headteacher has the full support of her staff and governors who share her vision and commitment to develop the Christian character. The school leadership have a good understanding of the next steps to continue to develop as a church school with a clear grasp of the actions needed to further improve. Although leaders and managers have a good understanding of self-evaluation as a church school, formal systems to monitor and evaluate the impact of the Christian ethos have not yet been fully developed so that good quality evidence is regularly gathered and evaluated to inform future improvements. Good use has been made of staff and governor training with effective support from the diocese to improve the quality of RE and acts of worship. The vicar was appointed after Easter 2015 and has quickly become a part of the life of the school. She is making an increasingly significant contribution to regular acts of worship and RE lessons as well as her commitment to the governing body. The school has close links with local churches which are regarded by children and adults as an essential part of being a church school. The RE leader is very effective and has improved the quality of the delivery of the subject and brought fresh approaches that have made teaching and learning more engaging and exciting. The school meets the statutory requirements for RE and collective worship.

SIAMS report September 2015 Whitewater CE VC Primary School Hook RG27 9BG