

# **WESTBURY C.E. JUNIOR SCHOOL**



## **CHURCH SCHOOL INSPECTION SELF-EVALUATION DOCUMENT**

**December 2015**

Date of last Church School inspection May 2010

## 1.0 **SCHOOL CONTEXT**

- 1.1 Westbury Junior School is an average sized junior school set in a low socio-economic area of Westbury, in the bottom 7% in Wiltshire and the bottom 30% in country. (Census 2012)
- 1.2 The majority of pupils come from white –British backgrounds, with the proportion of children with EAL below the national average, but higher than the Wiltshire average.
- 1.3 75% of children attending the school come from wards which have a very low instance of adults with higher education - 9.8% compared with the national figure of 19.2%. Therefore the school has a particular responsibility to raise expectations.
- 1.4 Although SEN is at 35% (2014 census) nonetheless the school is working hard to reduce the numbers of children in this category. (It was 45% in 13/14) This has been achieved by focussed interventions that have succeeded in raising children out of the SEN designation. Our SEN figure, however, is above average compared with the National figure of 9.7%. Top quintile (Raise online 2015)
- 1.5 The number of children with statements is 8 (3%).
- 1.6 The proportion of children eligible for pupil premium is 50%, which is well above the national average of 26.7%. As a result, Raise on line 2015 placed our pupils in top quintile.
- 1.7 The school has a specialist resource provision known as the Complex Needs Resource Base, in which 7 places are funded by the local authority. The school uses its own funding to top up resources to create 10 places in response to our school needs; the governors feel that this is our Christian duty to address a need.
- 1.8 The largest proportion of intake comes from Westbury Infants School, which is not a Church School, and we recruit up to 20 children a year from other schools.
- 1.9 On entry, each cohort is well below the national point score for KS1.  
(Raise on line 2015)

	APS KS1	NATIONAL
2011	14.5	15.3
2012	13.6	15.3
2013	13.3	15.8
2014	13.8	15.4

In order to more accurately target resources and track progress, whilst at Westbury Junior School, the school produces its own detailed entry profile which all Year 3 children complete in their first two weeks of school.

- 1.10 Following an Ofsted inspection, in March 2015, we moved from *requires improvement* category to *good*.
- 1.11 At the moment we have around 35 children with some level of safeguarding concern.
- 1.12 Pupil attendance is around 97% for this academic year.in the context of our FSM population; this is a pleasingly high attendance rate. (More information on how this was achieved can be read at 8.9) Number on roll is 225.
- 1.13 Parent support and satisfaction is high. In the October 2014 parent questionnaire 100% felt that the school make their child work hard, 97% that Westbury Junior School is a good school and their child is safe, 98% think their child is making progress.
- 1.14 There is no church of any denomination on the surrounding estate. Our parish church, All Saints, Westbury, is ¾ mile away. Despite this distance, pupils attend regularly by walking through the town.
- 1.15 As previously stated, the Infant School is not a church school, which means that the majority of children on entry have little or no experience of religious activity.
- 1.16 We have a diverse community with families which originate from 22 cultures, with a number of same sex relationships, single parents, and extended families acting as carers. All these are fully supported in the ethos of the school and this support was highlighted in the recent OFSTED report.
- 1.17 We are very pleased that our loyal and experienced staff team has remained very constant for a number of years, which brings security, consistency and understanding to the children of Westbury C.E. Junior School.

## 2.0 **The Vision and Values of the School**

- 2.1 We have a clear mission statement

“Westbury C of E Junior School

Will care for, Respect and Inspire All to create a vibrant

Christian Learning Community”

- 2.2 The current version of our mission statement was created following the last church school inspection, which led the school leadership to feel that the Christian distinctiveness needed to be more overtly announced to the community.

- 2.3 The core values of Respect, Care and Inspire are literally at the heart of the school, as evidenced by the children’s school uniform. Under the umbrella of these core values, the school has begun to adopt the termly values from ***Roots and Fruits***.
- 2.4 In turn, these key values are incorporated into the collective worship calendar.
- 2.5 This calendar also reflects the Christian festivals throughout the year.
- 2.6 Opportunities are sought to link collective worship and the delivery of PSHE, RE, class assembly and the day to day support of a child’s spiritual and social needs. These potential links are shared in Friday’s collective worship where we outline the next week’s themes.
- 2.7 In a culture of mutual respect children and staff are encouraged to take risks, and possibly make mistakes in their learning to enable them to develop their contribution to the Christian society that is Westbury C.E. Junior School.(WJS)
- 2.8 This mutual respect is widely recognised by parents and was highlighted in our OFSTED report under Behaviour and Safety (see Inspection file). A recent example was a Muslim parent who, as her last child came through the school, stated that “Westbury Junior School helped us to be proud of our faith”. (See inspection file)
- 2.9 Within this culture, children can explore spirituality through worship, stilling, spiritual journey books and reflection through a variety of opportunities.
- 3.0 **Summary**
- 3.1 The barriers to learning we face are significant (see inspection file) For a school like Westbury C.E. Junior (WJS) there is a strong commitment by staff and governors to share our Christian values with the community, which helps greatly to overcome such barriers.
- 3.2 WJS church school is a shining light of raised aspirations which is vital in this catchment area.

<b>ACTION FROM PREVIOUS INSPECTION</b>
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- 4.0 Focus 1: Develop the monitoring role in collective worship and the Christian distinctiveness of the school for staff and foundation governors, so that it is effective in helping to secure further improvements.

- 4.1 After the last inspection the governors appointed a foundation governor to take responsibility for the monitoring of collective worship.
- 4.2 This governor recently retired and we are grateful that our vice chair, a foundation governor, has taken over this responsibility. A recent innovation is that collective worship monitoring reports is now published to the governor's cloud, giving easy access to all. The newly established pupil's Prayer Council will also have a role in the monitoring of RE and collective worship in the school.
- 4.3 In the 18 months run up to our OFSTED inspection, the Parish Rector stepped in as a short time measure and became our chair of governors.
- 4.5 In March 2015 our successful OFSTED inspection report was published, at which point the Reverend Jonathan Burke retired from the parish. He was replaced as chair by Mr Ian Cunningham, another Foundation Governor.
- 4.6 The governors and the leadership team have now worked together to bring the strands of collective worship and Christian distinctiveness together with more coherence.
- 4.7 Discovery RE scheme is in operation across the school and with the help of the diocesan consultant, the RE subject leader has been trained in the development of assessment across the school.
- 4.8 The head has focussed on RE for his round of lesson observations in Terms 1&2, this academic year. This helped identify areas for further RE subject knowledge training and issues around progression across the years
- 4.9 We completed school wide staff and pupil voice surveys during last academic year and the full results are included the inspection file.
- 4.10 To aid the development of the school, the head has visited Westbury Leigh School, which was recently judged as Outstanding in SIAMS. The RE subject leader and the lead RE foundation governor visited Forest and Sandridge School. The aim of these visits was to find examples of good practice to either reflect upon further or to implement with staff and governors.
- 4.11 We were fortunate to receive a grant from the St. Andrews bookshop to enable us to buy some church school resources.
- 5.0 Focus 2: Establish a united Christian vision for the school, which takes into account the views of all stakeholders, making its Christian distinctiveness clear to all.

- 5.1 To support the vision of Christian distinctiveness, we embarked on a comprehensive review of the fundamental reasons for our work in the community. Stakeholders such as pupils, parents, staff, governors and the wider community were fully involved in the creation of a new vision.
- 5.3 The initial vision was completed in September 11 and shared. In January 2012 the Bishop of Salisbury visited the school and commented favourably on our statement which was affirming and inspirational to us all.
- 5.4 In September 2014 another review raised the profile of the three themes of **Care, Respect** and **Inspire** as the Christian values that we wanted to incorporate into our school logo, uniform and all publications.
- 6.0 Focus 3: Extend the opportunities for spiritual development across the whole curriculum and in the classroom and outdoor environment
- 6.1 Much work has been undertaken in this area in the last two years, for example:
- Introduction of reflection time.
  - Reintroduction of stilling, with a Christian ethos, which occurs in classrooms at least three times a week.
  - Introduction of spiritual journey books across the school.
  - With the support of Wiltshire Wildlife Trust and the financial backing of the Area Board, Town Council and the Bishop Wordsworth Trust, we are, in conjunction with children, parents and staff, creating a spiritual garden in the middle of the new buildings of the school (the quadrangle). We are hopeful that the Bishop will return again to formally open this wonderful resource.
  - Children have submitted their own Spiritual Garden designs and the School Council have presented to the Governing body on this subject.
  - Recognition of the “family” atmosphere of the school by visitors and parents. Through the inset day of September 15 we assessed the components to ensure they were maintained and enhanced where possible. (For full list see Inspection file) As a result, staff appreciated the quality of the environment
  - Increasing the links with Parish Church. We have been lucky enough to have a long term foundation governor (current vice chair) who is a very active member of the PCC. We were then further fortunate enough that our current chair (and other foundation governor) is also a very active member of the PCC and his wife is a church warden. This has meant that the profile of Westbury Junior School has remained high at the PCC despite the physical distance from the school. One initiative that is being developed is the Benefice’s success through the Café church scheme. Westbury PCC recognised that it has not managed to attract many worshippers from

the area surrounding the school. WJS has offered to help the PCC through the use of the school's facilities and excellent community contacts to host a Café Church as an outreach project starting in February.

- Worship/reflection corners in every classroom.
- More messages around the school describing our Christian distinctiveness.
- Development of Christian display across the school.
- Having contributed Parish Church Christmas Tree Festival for a number of years, WJS has worked in conjunction with Wiltshire Wildlife trust this year to create a special display in the parish church for the festival. This festival raises important funds for the parish.
- After consultation with all stakeholders, we adopted a no blasphemy rule across the school for staff and children alike. After introducing it in collective worship and PSHE/RE we have seen a marked improvement.
- Prayers are said in all classrooms before lunch.
- A liturgy has been introduced at the start of collective worship and class assemblies, The adult says: 'This is the day the Lord has made' and the children respond 'We will rejoice and be glad in it.'
- The school website displays on its home page this same collective worship liturgy based on Psalm 118V4
- Through the school council the "School Buddy" scheme was created to support the children at break times with friendship difficulties.

6.2 The impact of all above is a clearer understanding of our mission in the community, what makes us successful and how with enhanced spiritual support through our pride in our Christian distinctiveness we can make an even greater contribution to the lives of our children in our care.

7.0 Focus 4: Enhance the planning for collective worship to ensure that it is consistently good, building on previous learning and consistently giving opportunities for pupils to apply to their own lives.

7.1 In 2013 we strengthened the links between PSHE/collective worship/RE/ class teacher (See inspection file).

7.2 The collective worship calendar is now based around the Christian festivals and themes from **Roots and Fruits**, under the larger umbrella of our school vision of Respect, Care and Inspire. Within this calendar there is flexibility to respond to the needs of the school. E.g. A recent bereavement to a family attached to the school.

- 7.3 Pupil contributions have increased through prayer, readings, drama and leading on school charitable events which has increased the children's engagement in worship.
- 7.4 After attending the Diocesan conference the head teacher in consultation with the RE subject leader and staff is amalgamating the current collective worship calendar with "Roots and Fruits" scheme which will be fully implemented from January.
- 7.5 The core values of **Respect, Care and Inspire** are key throughout all of our work in this area. For this term we have a focus on Care. From term 3 we are introducing Perseverance within Respect, which is the topic for term 3, year B from **Roots and Fruits**.

**Core question 1**

8.0

How well does the school, through its Christian character, meet the needs of all its learners?

- 8.1 School self- evaluation: securely good with elements of outstanding.
- 8.2 In 2014, data showed that year 6 are much closer to the national average. (see inspection file WJS last 5 years' data, OFSTED report)
- 8.3 Last five years progress has seen an improvement in 2 levels Reading 17% Writing 21% Maths 41%.
- 8.4 We are an inclusive school, with a higher proportion of EAL than other Westbury schools, a track record of taking in children on managed moves, and as mentioned earlier, high numbers of SEN and disadvantaged children. (see data) WJS makes a positive difference for these children; this is endorsed by the parent statements in the Inspector's file as well as the results of the various cohorts.
- 8.5 The school staff is committed to show the children the value of forgiveness and that any child can make a fresh start and succeed at WJS. (see Behaviour Policy in inspection file)
- 8.6 Governors commit to subsidising the C.N.R.B. to enable it to have 10 spaces instead of the 7 paid for and the school kitchen to deliver a hot meal service for the children. They also support the allocation of pupil premium monies to enable families to access after school clubs and able and gifted courses. A



parent support advisor is employed with the largest number of hours in the cluster to support the needs of our families. The impact of this results in greater access to learning by overcoming potential barriers. The last OFSTED inspection highlighted that our disadvantaged children equal and, in some cases, outperform the non-disadvantaged children.

- 8.7 There is a strong relationship with the Westbury Crosspoint charity, who provide food parcels on a regular basis for our most deprived families.
- 8.8 Our disadvantaged children in 2015 made a VA score of 101.1. Every child's progress is tracked and pupil progress meetings look at underachievement. From low starting points the disadvantaged children often outperform their non-disadvantaged counterparts.
- 8.9 Considering our FSM population, we have good to outstanding attendance at 97%.
- 8.10 Strategies to improve the attendance such as parent interviews, attendance points for class rewards and direct interventions by the headteacher maintain and improve the attendance figures.
- 8.11 Behaviour is good to outstanding (see OFSTED report Inspection file) The Behaviour policy (inspection file) is updated annually and seeks to promote good behaviour rather to be sanction led. Pastorally ELSA and skilled MDSAs and TAs maintain the emotional and social support for the children.
- 8.12 Exclusions are low for a school with the nature of the cohort of children that we serve.
- 8.13 Children respond to the values of the school, caring and respecting all and seek to inspire others. As a result relationships across the school are good.
- 8.14 The SMSC of the school is varied with photographic examples in file.
- 8.15 In the past year, celebrating our British values, we focussed on the General Election, with children establishing their own political parties and on St George's day, on the Magna Carta.
- 8.16 Rules, law and democracy are taught and involve the children via the School Council.
- 8.17 Every opportunity is made to make links with the community. The arts are well represented through the Ukulele band and choirs that tour a variety of venues around Westbury, Drama club, performances with a cast of around 50 performers in the summer and Art exhibits displayed in Westbury. (See photographic evidence file)

- 8.18 Although the Reverend Jonathan Burke retired, links with the Church in Westbury are strengthening. The children have watched a professional theatre company and attended the recent Westbury Music and Arts festival lunchtime concerts in All Saints Church in the centre of Westbury.
- 8.19 WJS was fortunate to secure funding to develop with the Wiltshire Wildlife Trust a spiritual garden in the heart of the school. Children have also designed possible plans. We intend that the year groups use this additional area to enhance their worship and reflection time.
- 8.20 The school is well known for its family and welcoming atmosphere where irrespective of age, race, religion or appearance all will receive an education. (See inspection file)
- 8.21 WJS is a hub for many community events such as the home of Westbury Youth football and the Westbury Firework display (around 2,500 people attended in November 15). These activities reinforce our purpose within the community.
- 8.22 The head is the chair of Westbury Area Forum, a multi-agency group of around 20 professionals, who discuss the provision for the neediest families in Westbury. This enables the head to use his knowledge and experience to enhance good practice across the cluster.
- 8.23 Parental support is very good with large numbers attending Bring your Folks, sports day and the appointment driven 100% attendance parent's evening in March; the impact being the ability to work together to support the children.
- 8.24 In the last year we have undertaken community projects with both Selwood (aspirations project) and Sovereign housing (history project) associations.
- 8.25 Children regularly create their own charity events e.g. Comic Relief raised £1000. This year's Operation Christmas Child appeal, instigated by the School Council, sent off 75 shoe boxes.
- 8.27 The school is continuing to work on the centrality of prayer with increasing opportunities for children to contribute.
- 8.28 The offer of a prayer council to the pupils generated over 50 names of children from across the school. The future areas for discussion are posted on the noticeboard in the foyer of the school.
- 8.29 Grace is now said in all classrooms prior to eating lunch. Having written a new WJS school prayer for daily use, the Prayer Council are working on a WJS

specific opening prayer to replace the generic prayers used at the beginning of governors meetings.

- 8.29 Prayers were sent to an ex pupil who was diagnosed with an aggressive form of cancer. Spontaneous prayers are encouraged. .
- 8.30 These initiatives put prayer at the centre of the school's Christian distinctiveness.

### 8.28 **Key Strengths**

- 8.29 There is an equality of opportunity despite background. As every child and adult matters, all will get supported to succeed in our vibrant Christian environment.
- 8.30 With high numbers of social care and child protection issues within the school, professionals internally and externally work with families to make them feel supported.
- 8.31 Children enjoy and are proud of their school, they want to become prefects, they want to do well and increasingly they have aspirations to improve.

### 8.32 **Development points**

- To develop further spirituality across the school
- To improve attendance
- Increase number of prefects, a reward for exemplary attitude to school

9.0

## Core Question 2

What is the impact of collective worship on the school community?

9.1 School Self Evaluation: Good with Outstanding aspects.

9.2 Following our most recent review with staff and pupils via questionnaires, (September 15) the results from the staff (see 9.3 for pupil responses) recorded that:

- A worship corner needed to be established in each classroom to aid class assemblies that were adopted from the previous review.
- That the class assemblies were taking place but needed a higher profile with the children.

- After some discussion, it was agreed that blasphemy would be included in our sanctioning of bad language and, after input in collective worship, we would launch it with parents and children. This was implemented at the beginning of Term 1.
- It was decided that children would be invited to light the candle, where appropriate, whilst the liturgy was said at the start of worship.
- Renegotiation to take place with the other faith families to see whether they could remain in worship rather than be withdrawn. (This was completed for the beginning of term 1)
- The message box outside the head's office to be continued for prayers/reflections to be passed on; these are used where appropriate in collective worship.  
All of which have now been put in place.

9.3 From the pupil questionnaire (see inspection file) the following information emerged as strongly agree or agree.

- 62% children thought they learn from the collective worship.
- Top 4 things they learnt God, prayers, Jesus and how to behave.
- Children were a little reluctant to stand up to take readings etc but 88% said that they enjoy collective worship.
- Guest speakers valued, 78%.
- Children knew about the purpose of Mr. Hatt's message box.
- Celebration assembly highly valued 91%.
- Only 60% of children said that class assemblies were taking place.
- Varied ideas were generated about what also could be included in collective worship.

9.4 Children are engaged in collective worship and are willing to contribute. As a result they:

- Learn about the life and teachings of Jesus Christ.
- Understand how the Old Testament contributes to the formation of the Christian faith.
- Realise that worship can take place in different settings.
- Know that the Christian calendar, together with Core Values, is the framework for collective worship.
- Understand that worship takes place in a variety of forms, prayer, song and reflection.
- Know topics such as behaviour and pastoral issues will be linked to our response as a church school.
- Will create performances around the main festivals of Christmas and Easter.

- Will have whole school collective worship in the parish church at least twice a year.
- Understand that we have a variety of speakers and clergy who will share their Christian beliefs.
- We will recognise and respect other faiths in the school.

9.5 This variety of experience will impact on the children by:

- Increasing their spirituality.
- Developing moral, behavioural and social values.
- To reflect on the “big question” that also appears in RE.
- On their ability to shape their own worship.
- To enjoy the experience.

9.6 As a school we will respond to Pupil Voice findings, the wishes of Governors and contributions from local clergy (see inspection file).

9.7 The collective worship policy is reviewed annually (see inspection file).

9.8 Currently all staff who attend are not passive bystanders but are active participants.

#### 9.9 **Key Strengths**

- The results of the questionnaires show that the children, although from a largely un-churched background (131 parents out of 227 stated that they had no religion), are committed to collective worship.
- Children, staff and parents contribute to the collective worship experience.

#### **Development points**

- Governor monitoring and evaluation to be enhanced.
- Further develop the contribution of children in worship.
- Improve the quality of class assemblies by linking them to the termly values from ***Roots and Fruits***.
- A greater correlation between themes and topics around the Christian calendar to be planned.

10.0

### Core Question 3

How effective is Religious Education?

10.1 School self- evaluation is good with significant elements of outstanding.

10.2 Our recent OFSTED (see inspection file) described how the children are making good rates of progress across the school and that the teaching is at least good throughout the whole curriculum.

10.3 As described earlier, taking into account the starting point of the children academically, it is a great credit to the staff that they are able to assess the needs of the pupils and to put in the necessary interventions to reap positive results.

10.4 Whether it be in their teaching or the use of specific learning programmes or support from skilled TA's, every child's progress is tracked every 6 weeks. (See inspection file)

10.5 In the beginning of 2014/15 the R.E. subject leader launched the Diocesan recommended R.E. scheme of work. Leadership in the school recognised that this first year was a period of experimentation and trial as the new curriculum was embedded.

10.6 The R.E. subject leader contributed to regular staff meetings to check on the implementation and opportunities for our community. Much emphasis has been placed on the move to the "big questions" to enable pupils to have an enquiry based learning experience and opportunities for reflection.

10.7 It was recognised that alongside the teaching of PSHE, social skills and circle time type activities, the class teacher was best placed to teach R.E.; class teachers have this opportunity and they all have chosen to do this.

10.8 In auditing the resources, we confirmed that we were able, after appropriate review, to manage the delivery of the new R.E. curriculum for 15/16.

10.9 Throughout the year, the RE subject leader attended appropriate courses and joined the subject leader network in the cluster; all of which benefited the school, bringing several examples of good practice back to the school.

10.10 The Diocesan consultant has also been booked in to work with the R.E. subject leader on assessment.

10.11 R.E. is the subject focus for the Headteacher's first round of lesson observations in term 1.

10.12 Final assessments for RE will be undertaken twice a year, at Christmas and Easter.

10.13 R.E. policy reviewed annually. (See inspection file)

10.14 **Key Strengths**

- The enthusiasm of staff to embrace the new RE curriculum.
- Quality of teaching.

10.14 **Development points**

- The use of RE assessments, with support of a diocesan consultant working with the school.
- To determine progress from Year 3 -6.
- To collate findings from lesson observations.

11.0

<b>Core Question 4</b>
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How effective are the leadership and management of the school as a church school?

11.1 School self-evaluation: Good with some elements of outstanding.

11.2 The school vision is displayed prominently both within the school and on the uniform.

11.3 The leadership team supports staff/governors to be mindful that in all we do around the school, we must consistently be living the vision.

11.5 The values of Care, Respect and Inspire are shared with all stake holders in the community. They impact on all that goes on in the school, such as the management of behaviour and influence on the attendance policy.

11.6 The School Improvement Plan (see inspection file) includes the development of R.E. and is accountable to governors 6 times a year. This is updated approximately fortnightly.

11.7 When making appointments, advertisements describe the need to be supportive of our Christian ethos and questions are asked on the day of interview to all candidates to clarify this support. During interview, the School Council takes an active part in the questioning of candidates.

11.8 The Leadership team ensures that every effort is made to *shine the light of Christ* in the community.

11.9 The LT supported the PSHE subject leader, Mrs. Francis, as she developed the very successful school council and were pleased to see that it instigated the Operation Christmas child box collection this year. With a small donation from a local pre-school and a whole school cake sale, WJS collected 75 boxes.

11.9 The chair and vice chair of the governing body are foundation governors, members of the Parish PCC, and actively support the rest of the school.

11.10 The Headteacher is a Methodist Local Preacher who has conducted services throughout the local area, and his strong Christian beliefs pervade all his actions.

11.11 **Key Strengths**

- The school is the leading light of changing aspirations in the community it serves. This Christian view is welcomed by the community.
- Staff and governors are unified in their determination to lead on this mission for the benefit of all pupils and families.

11.12 **Development points**

- To continue to develop the articulation of our motivations for our actions being our church school identity.



