



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Wormegay Church of England Primary School (V.A.)

Stoke Road  
Wormegay  
King's Lynn  
Norfolk  
PE33 0RN

**Previous SIAMS grade:** Good

**Current inspection grade:** Good

**Diocese:** Ely

Local authority: N/A

Dates of inspection: 29 April 2015

Date of last inspection: 21 June 2010

School's unique reference number: 141229

Headteacher: Georgina Earl

Inspector's name and number: Jean Johnson 608

#### School context

This smaller than average primary school is one of the two small schools that make up the Holy Cross Federation. Most of its 32 children are of White British heritage. Approximately 25% of pupils have special educational needs and/or disabilities (SEND). The federation converted to academy status in October 2014. The current incumbent has been in post for approximately five months following a short interregnum. The village church is some distance from the school.

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

- The Christian ethos of this small 'family' school supports all pupils and ensures that they make at least expected progress.
- Collective worship is central to the life of the school and has a positive impact on pupils' behaviour and attitudes.
- The school's Christian character is exemplified in the positive relationships between all members of its community, who show respect and care for one another.

#### Areas to improve

- Ensure that regular monitoring of collective worship and religious education (RE) by all stakeholders is evaluative, focuses on impact, and leads to further improvements to the Christian distinctiveness of the school.
- Establish a pattern of regular assessment in RE to ensure further improvements in pupils' performance.
- Increase pupils' involvement in collective worship by giving them opportunities to take responsibility for planning and leading acts of worship.

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

The school's Christian ethos is clearly evident in its inclusive family nature where children, including those with SEND, are valued and nurtured as individuals. The school's Christian values are reinforced and promoted when certificates are awarded to pupils for example for perseverance, courage and team work. Pupils link these values to bible stories such as David and Goliath. As a result of these strong values, attendance is at or above the national average and most children in the small cohorts make at least satisfactory progress.

Pupils' spiritual, moral, social and cultural development is supported through a wide range of activities and experiences. They raise money for a variety of charities both in this country and abroad and see this as working together as a church school to help others. Pupils play well together and buddy benches in the playground ensure that no one is 'left out'. They gain an understanding of other faiths and cultures, including how they relate to Christianity, through R.E. teaching and visits for example to London.

Symbols and displays throughout the school reinforce its status and mission as a church school. Thoughts such as 'Your talent is God's gift to you. What you do with it is your gift to God' displayed in the pupils' entrance encourage pupils to reflect on their contribution to school and the wider community in a Christian context.

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

Collective worship, at the start of the school day, effectively promotes the school's Christian values and family ethos. Pupils light a candle to mark the start of worship. They say that this reminds them that worship is a special time and that Jesus is the light of the world. All teachers attend, plan and lead collective worship which is based on a weekly theme linked to relevant bible stories and current events. Pupils are challenged to think about the theme and relate it to their own lives during a period of quiet reflection. They are also encouraged to use this time for personal prayer. They talk about how this helps them to think about their own behaviour and how they can care for others. Pupils have opportunities to write and use their own prayers and have developed a sound understanding of the purpose of prayer.

The newly appointed incumbent leads a termly Eucharist in the school as well as fortnightly acts of collective worship and services to celebrate festivals in the Christian year. This enables pupils to experience Anglican traditions and be actively involved in worship. Pupils understand the significance of God and Jesus as his son but are less sure of the significance of the Holy Spirit. Worship groups from outside the school, for example GNr8 and BJ Puppets, are regular visitors to the school. Pupils enjoy the variety of presentations that they experience and talk about how BJ puppets tell stories about God in funny ways which are good to watch. The focus on bible stories in collective worship has made a positive contribution to pupils' biblical literacy.

Pupils are keen to be asked to read from the Bible or say a prayer in collective worship, but do not yet have opportunities to take part in planning and leading collective worship themselves. Although no formal monitoring of collective worship takes place, staff do note the impact worship has on pupils and discuss this informally.

### **The effectiveness of the religious education is satisfactory**

The newly appointed subject leader leads RE across both schools in the federation. She has worked with the diocese to devise a rolling programme of work, based on the Norfolk Agreed Syllabus, to meet the needs of pupils in mixed age classes. Until his retirement in September 2014, the local incumbent was significantly involved in RE teaching. Both teachers now teach RE and have decided to group RE lessons together in a single block each half term to ensure pupils' engagement with the topic. The school is currently in the process of implementing the scheme of work and have not yet consistently evaluated its impact on pupils. Teachers are receiving support from the subject leader and the diocese to develop their practice.

Pupils enjoy RE and have opportunities to learn in different ways for example through drama and art and from visits. Key Stage 2 pupils talked enthusiastically about their visit to Ely Cathedral and the activities they took part in. The timeline they created for the Easter story enabled them to engage with the events that took place and ask questions about them. In the Key Stage 1 lesson observed, good use of the interactive whiteboard and practical activities helped pupils to develop an awareness of places of worship and artefacts from Christianity and other world religions. These experiences help pupils to see themselves as part of a wider church family.

Staff discuss and consider standards when planning lessons, but work is not yet consistently assessed and there is limited evidence of differentiation within the mixed age classes. Pupils are showing evidence of beginning to learn from religion as well as about religion.

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

Leaders have a clear vision for this school as a church school serving its local community. The school has recently become a member of the Diocese of Ely Multi-Academy Trust (DEMAT). Staff and governors see this change of status as an opportunity to strengthen their links with the diocese and to access support to further improve the quality of education for all pupils. The school's website and prospectus show the school's commitment to its Christian status. The headteacher, supported by all staff, provides strong leadership for the school as a church school and is committed to promoting the well-being of all learners. Staff attend training, termly RE meetings and the annual Diocesan Conference to support their teaching of RE as well as the Christian distinctiveness of the school. The new RE subject leader is keen to develop her role and is due to attend training to support her in this. She plans to evaluate the new curriculum at the end of the school year. Parents value this small village school as a caring Christian community. They say that their children enjoy school and that its size and Christian ethos ensure that individual needs are well catered for. A significant number of parents attend the school's Christian celebrations in church and in school.

The previous incumbent provided strong support for collective worship and RE and was also the RE governor. Links with the local churches were maintained during the short interregnum and the new incumbent is a regular visitor to the school. He encourages the local church community to support the school through for example attendance at the termly Eucharist. These links strengthen the Christian ethos of the school and reinforce its status as a Church school in the community.

Governors are regular visitors to the school and are taking more responsibility for the monitoring of RE and collective worship that was largely carried out by the previous incumbent. However their monitoring is not yet regularly planned and fully evaluative. They have demonstrated their commitment to securing and promoting the future of the school as a church school and to enhancing its Christian distinctiveness by successfully applying to become a member of DEMAT.

SIAMS report April 2015 Wormegay Church of England Primary, Norfolk PE33 0RN