



**Woodley Church of England Primary School**  
**Hurricane Way**  
**Woodley Reading**  
**RG5 4UX**



|   |                               |
|---|-------------------------------|
| Type of school (Infant, Primary, Middle, Secondary etc) | Primary                       |
| Status (VA, VC or Foundation, CTC or Academy)           | Voluntary Controlled          |
| Diocese   | <b>Oxford</b>                 |
| Local Authority   | Wokingham                     |
| Dates of inspection                                     | 12 <sup>th</sup> January 2011 |
| Date of last inspection                                 | November 2007                 |
| School's Unique reference number                        | 109988                        |
| Name of Headteacher                                     | Ann Dee                       |
| Name of Chair of Governors                              | Mrs. A. Babington             |
| Inspector's name and NS inspector's number              | Alan Thornsby 137             |

### Context

Woodley is an averaged sized school with most pupils from a White British heritage. There are increasing numbers from minority ethnic backgrounds, a few of whom are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is average. The school has Healthy School status.

### **The distinctiveness and effectiveness of Woodley as a Church of England school are good**

The leadership and management of Woodley school have securely established the Christian distinctiveness of the school that is shared and understood by everyone. The whole school community is working to ensure this is more explicitly celebrated in the life and routines of the school.

### Established strengths

- The leadership of the headteacher and assistant head in establishing a secure Christian ethos with a united staff team
- The input of the local churches in nurturing and maintaining a Christian dimension
- The impact of Christian values on the academic and personal development of pupils

### Focus for development

- Ensure the high quality of worship is maintained through the use of effective monitoring and evaluation
- Give pupils greater opportunities to use their knowledge and beliefs by planning and delivering acts of worship
- Ensure governors fully explore and understand church school distinctiveness, making it explicit in all aspects of school life, including strategic planning

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

Woodley has a very caring and welcoming ethos based on a series of Christian values chosen by staff and pupils. Adults in school display these values in their daily lives as role models and children mirror them. As a result, relationships are good. Staff have high expectations for academic and personal development of all groups of pupils and provide them with challenge and support to achieve success. Pupils are well behaved, articulate and confident in expressing their opinions whilst listening to those of others to develop logical lines of thought and argument. They understand the ethos of the school because of the links between worship and the wider curriculum, describing it as 'following the teachings of Jesus'. Pupils show care and respect for each other when, for example, talking about the 'star of the day' in the classroom and the importance of peer mediators solving problems in the playground. They are also very aware of the opportunities to share worries and talk to an adult in school. Spiritual development has a high profile across the curriculum with very effective use being made of the 'Rainbow garden' and

'rainbow corners' where children have opportunities for personal reflection that 'helps calm you down when you are upset'. The 'Allsorts' and 'JBC' clubs extend the religious and spiritual understanding of pupils. Pupils have a good moral awareness because of cross-curricular links and religious education. They readily describe 'the values of peace, truth and respect are part of RE that help us to understand about God'. The school has begun to make its distinctive nature more explicit in displays in school such as 'candles of hope' and 'special Christmas gifts'. Other interactive displays provide opportunities for children to record examples of values in action.

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

Worship is central to the continuing development of the school's ethos. Themes are well planned based on a series of values identified by staff and pupils and given a Christian context and origin. This is part of the response to the previous inspection, although formal monitoring is at an early stage of development. Pupils confidently relate the importance of worship on the life and ethos of the school. This is furthered by links to Bible stories and the experiences of pupils. For example, after exploring Jesus' commandments 'to love God and your neighbour as yourself', children were given opportunities to express how to respect God and other people in practical everyday ways. Pupils describe the atmosphere in worship as 'like being in church'. They are engaged by the presence of leaders and despite the size of the hall, pupils speak clearly when reading or sharing prayers. Prayer has a high profile in the life of the school as 'a time to talk to God and say thank you' and every class has a prayer book for children to record their prayers. Pupils have a good sense of being a part of a wider worshipping community because of the input from members of four local churches that lead worship for each half term. This gives pupils a good awareness of the breadth of Christian worship. The ecumenical Airfield church uses the school as their church each week. Pupils have a secure understanding of the liturgical year and Christian symbols and describe Jesus being the light of the world as 'helping people to see the right way to behave'. Although pupils make contributions to some acts of worship, they do not have sufficient opportunities to share their knowledge and beliefs by planning and leading worship.

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

The headteacher and the assistant headteacher have a close working relationship. This has enabled them to successfully share their vision and by leading through example they have established a team dedicated to secure the best opportunities for each child in school. After an unsettled period and building issues, there is now a stable governing body with a full complement that is working to further develop the Christian character of the school. For example, after input from the diocese, staff, governors and children developed a mission statement to reflect the vision and ethos of the school. This also allowed the governing body to begin to fully explore the Christian character of the school and to identify how to make the implicit character of the school explicit as part of the school development plan. Foundation governors have attended diocesan training and been involved in self-assessment to identify areas for development. They have reinstated the collective worship committee to formalise the monitoring of worship and feedback to the governing body. The early stages of these initiatives provide convincing evidence of a good capacity to develop and strengthen the Christian foundation of this church school. Parents praise the head for the way she demonstrates Christian values in her care and compassion for everyone in school. They also recognise the contribution the school makes on pupils' personal development with a typical comment being 'this school gives our children a good grounding about religion to allow them to make their own informed choices'. The school has good links with the local community, for example, by developing opportunities for parents from different cultural backgrounds to share arts and cooking skills with each other and their children.