



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wormley Church of England Voluntary Controlled School	Cozens Lane East Broxbourne, Hertfordshire, EN10 6QA
Current SIAMS inspection grade	Outstanding
Diocese/Methodist District	St Albans
Previous SIAMS inspection grade:	Good
Local authority	Hertfordshire
Date/s of inspection	30 September 2016
Date of last inspection	03 November 2011
School's unique reference number	117400
Headteacher	Tracy Gaiteri
Inspector's name and number	Lindsay Fraser 107

School context

Wormley is a larger than average primary school with 467 pupils currently on roll. The percentage of pupils eligible for additional government funding known as pupil premium is slightly higher than the national average. The number of pupils in need of specific educational, emotional and behavioural support is higher than the national average. There are 13 pupils of Irish and gypsy Roma heritage from the local Traveller community. A growing number of families, especially those with children in the Early Years Foundation Stage and Key Stage 1, require help from the school's family support workers for a variety of needs. The proportion of pupils from ethnic minority families and those who speak English as an additional language are just below the national average.

The distinctiveness and effectiveness of Wormley Primary School as a Church of England school are outstanding

- The outstanding Christian leadership of the headteacher, strongly supported by the staff, clergy and governing body, ensures that the needs of all pupils are met.
- The quality of pupils' spirituality is excellent because opportunities to reflect on and respond to beliefs, questions and experiences within a Christian context are extensive.
- Strong partnerships with local churches and other schools enable the school to benefit from a wide variety of expertise, especially in developing the school's Christian character.
- Christian values are so embedded within pupils' day to day experiences in school that they impact upon their behaviour and actions out of school.

Areas to improve

- Ensure that pupils have a deeper knowledge and understanding of Biblical stories through the on-going professional development for staff leading school and class collective worship.
- Develop the school website to ensure that it fully reflects the outstanding Christian character of Wormley Church of England Primary School.

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

Pupils are overwhelmingly articulate in describing the impact of the school's Christian values on their daily lives. A pupil, who had recently moved from the school to a secondary school stated, 'The school feels like home, it helps you through incidents at home, at school and out of school' He also stated that 'faith, respect, responsibility and achieve' were helping him to manage the changes in his new school. These comments are echoed by current pupils who are able to explain how the values and virtues in the school help them succeed in their learning. Parents also speak enthusiastically about their children using and applying their values at home as well as at school. Pupils in greater need of support for their learning speak confidently of the help they receive from other pupils and adults. Pupils relate this to collective worship where they have time to think about how they can change and how they can learn better. Consequently, pupils make progress from low levels on entry to the school to levels slightly above national averages at the end key Stage 2. All staff believe that each member of the community should be treated as someone special, made in the image of God, who deserves to be treated with dignity, respect and love. Therefore, the school takes strenuous measures to embrace and address the needs of each pupil. These include family support, individual learning and support programmes as well as providing a curriculum underpinned by a social learning project and enrichment programmes. The staff speak enthusiastically and proudly of their high morale which permeates throughout the school because of the strong Christian character. Teachers continually strive, through their own professional development, to understand and manage the increasingly complex needs of some pupils. Such has been the success of the social learning programme, based on the school's Christian values, that a group of Years 5 and 6 pupils were asked to present a seminar on its impact in the House of Lords. Parents are full of praise for the school and the lengths staff go to in order to develop their children's confidence and well-being. Parents are also very appreciative of the support given to families in time of need. The school is working hard to address attendance levels. Working closely with the Traveller community has led to a reduction in the time spent travelling. Teachers ensure that when they do travel, pupils are provided with comprehensive learning packs to lessen the impact of their absence. Spiritual, moral, social and cultural education (SMSC) is of a high quality because the Christian character continually underpins the whole curriculum. Therefore, an emphasis on ultimate questions and the importance of reflective thinking are embedded in all subjects. Consequently, pupils are very aware of the world, its needs and challenges. Pupils speak knowledgeably about refugees and the plight of child migrants in Calais for whom they have been fund-raising. Pupils are inspired to act upon their own initiative. One young pupil has started a lunchtime club to consider how to make the world a better place, whilst others have organised fund-raising projects. Pupils have a very good understanding of diversity and respect the wide diversity within their own school, whether it is ethnicity, faith or learning needs. Parents, stating that the school is a very inclusive school, are very supportive of the wide-ranging opportunities pupils have to study different faiths. This includes visits to places of worship and visitors invited into the school. Parents of other faiths are happy and willing to share their faith with classes and praise the school for the way in which pupils are confident in expressing their own beliefs and opinions. The school has identified that pupils need to know more about what it is like to be a Christian in other global communities. Following a rigorous commitment of staff and governors to raise the profile of religious education (RE), standards and engagement of pupils are now strong. A stimulating and engaging curriculum is in place, enhanced by RE weeks and the use of art, drama, debating, music and film in lessons. Pupils have significant opportunities to reflect in depth upon faith and a range of moral and philosophical questions. Consequently, RE complements and strengthens further the school's Christian character.

The impact of collective worship on the school community is good

Collective worship underpins all aspects of the school. Based on Christian values, the church year and the needs of pupils, collective worship is central to the day and at the heart of the school. Because planning for worship is a collaborative activity between the headteacher and clergy, their knowledge, experience and expertise ensure that it is distinctively Christian. The collaborative planning also leads to engaging and informative acts of worship because different approaches are taken such as drama, games, the use of artefacts, images, music and poetry. 'Our children talk about collective worship all the time because they are excited by it and can remember the message' remarked one parent whose comments echoed those of other parents. Pupils say that the combination of interesting activities in which they often participate, the Biblical story and the time to reflect upon the message helps them to think about ways in which they can manage different situations in their lives. Pupils can refer to a few well-known stories from the Bible, but are not always clear about which stories in collective worship are from the Bible. They recall the exciting and engaging activities, but do not always relate these to the story or Biblical material. Governors have undertaken observations of collective worship and have given constructive feedback. They realise they need to know more about

the extent to which pupils can link the school values to Bible stories. In recent feedback from teachers, the need to develop confidence and knowledge in delivering class worship was identified. This has led to subsequent training. Pupils have many opportunities to plan and deliver their class worship, but consistency in the quality of this is at an early stage. However, pupil leadership is enabling them to gain a greater understanding of beliefs and a connection to their own lives. Pupils have an age-appropriate knowledge and understanding of the Trinity with older pupils able to articulate the idea of God as 'Father', the power of the Holy Spirit and Jesus as the central person in Christianity. Three candles are lit at the beginning of collective worship and pupils understand that these represent the Trinity. Pupils all know and use the Lord's Prayer weekly. There is a strong focus on the development of spirituality through the use of deep questioning and reflection. Opportunities for prayer go beyond those within collective worship because the use of prayer trees and reflection areas in the classrooms encourage pupils to pray should and when they wish. Pupils often write prayers which are used in collective worship. School leaders have identified the need to gain an understanding and assessment of pupils' spiritual growth. Building on the themes of collective worship a successful enrichment day based on 'Where is God?' led to a high standard of art and writing projects related to Bible stories, the Trinity and school values. This took place during the previous year. The school now plans to repeat such days in order to develop that understanding and assessment of pupils' developing spirituality. Despite the church being a substantial walking distance from the school it is well used for the celebration of major festivals. An Ash Wednesday service has been introduced in which many pupils are keen to make their own ash finger print on which to reflect. The school strongly encourages parents to attend school services and there is a growing interest amongst parents to do so. Those parents who have attended services were full of praise for the quality and the singing.

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

All governors and staff have a very clear vision for this school as a church school where the Christian character underpins every aspect of the school's provision. The school mission statement, 'Have Faith, Show Respect, Take Responsibility and Achieve' is known, understood and articulated by the whole school community. The school uses a variety of media to communicate this vision, although the website does not yet fully reflect the outstanding distinctive Christian character of this school. The headteacher is unrelenting in her desire and actions to constantly improve achievement, well-being, attitudes and spirituality. This she achieves through constant monitoring, evaluation and identification of future actions. She is very ably supported by a committed governing body and dedicated staff. Morale is high amongst the staff because they are well supported and valued by the headteacher. Collaboration with other church schools is very strong and enables staff to learn from their good practice. Likewise, the headteacher also provides a wealth of support to other school leaders and potential school leaders. Strong ties with the diocese enable the school to benefit substantially from training and information, especially in the area of RE. In particular the governing body has supported future church school leadership through the involvement of senior leaders on the diocesan aspirant leaders' course and visits to outstanding church schools. Leading by example, the headteacher has recently completed her training as a lay leader of worship which also benefits the school. The headteacher strongly encourages teacher-led research projects to increase understanding and develop skills to address the increasing levels of need in the school. For example, one teacher is leading a project on developing character through teaching children virtues. A detailed school improvement plan for RE and church school development is in place. This is regularly evaluated and updated by staff and governors to identify and celebrate progress and plan future actions. The appointment of, and support given to, the subject leader for RE has enabled her to further develop the subject, improve standards and its contribution to the Christian character. The partnership with local churches is extremely strong and effective because the clergy provide advice for the staff in terms of RE and collective worship as well as monitoring the school's Christian ethos and running a weekly Christian club for pupils. The church has also benefited from this partnership. For example, pupils were involved in the church's appointment of prospective associate rectors where the pupils were praised for their impressive questioning as well as their descriptions of their own school as a church school. The governing body is continually reviewing progress in the development of the school's Christian character. As a result of the progress made, plans are now in place to introduce a 'children's Eucharist'.