



## National Society Statutory Inspection of Anglican Schools Report

### **William Marshall Church of England Voluntary Controlled Primary School.**

Wisbech Road  
Welney  
Cambridgeshire PE14 9RB

#### **Diocese:** Ely

Local authority: Norfolk

Dates of inspection: 8<sup>th</sup> June 2010

Date of last inspection: 23<sup>rd</sup> January 2007

School's unique reference number: 121075

Headteacher: Mrs Lyn Chatwin

Inspector's name and number: Peter Adams (205)

#### **School context**

William Marshall is a very small school situated in the fenland region of West Norfolk. It serves the village of Welney and a number of rural hamlets. The school is in partnership with a larger establishment with a shared headteacher. It has a modernised Victorian building close to the parish church. Over half of the pupils qualify for free school meals.

#### **The distinctiveness and effectiveness of William Marshall as a Church of England school are satisfactory**

The school provides a warm, inclusive and supportive environment with high levels of care for all learners. There is a clear Christian ethos that supports relationships and gives learners a real sense of security. There are high expectations in terms of behaviour and individual responsibility. Learners are confident and demonstrate a care for each other and for the environment. There is a strong relationship with the local parish church.

#### **Established strengths**

- Strong sense of community based on the Christian ethos and shared values
- Learners display qualities of independence and personal responsibility towards each other and the school environment.
- Supportive links with partner school and local church
- Caring environment that provides nurture for all learners

#### **Focus for development**

- Make appropriate changes to the school ethos statement and logo to emphasise the church foundation.
- Give pupils more opportunities to take on leadership roles in collective worship
- Establish regular monitoring of collective worship by foundation governors.
- Provide more places for quiet reflection in the school.

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

The school sets high standards in behaviour and care for the individual, all underpinned by a clear Christian ethos. Pupils come from diverse social backgrounds but are well integrated, giving a sense of 'family.' Older pupils look after their younger peers and in the context of a small school all pupils are given responsibilities and the opportunity to participate in the life of the school. They are made to feel special and have good levels of self-esteem. The vast majority enjoy school life and see the school as a secure place, where they are treated fairly and where mutual respect is encouraged. Members of the school council expressed their feeling of security and their appreciation of staff 'who know us very well and are kind.' The views of stakeholders are regularly sampled and acted upon. Christian values are at the heart of the culture of the school and have a significant impact on the personal development of the learners. Adults in the school are excellent role models for the learners. Staff identify with the Christian ethos and work in an atmosphere of mutual support and co-operation. Staff are valued and their well-being is seen as important. Communication systems within the school community are effective. The views of pupils are seen as important; learners contribute to the development of school policy in a range of areas. A governor said 'children communicate their views in a polite way.' The relationship with the partner school is used successfully to enrich the learning through visits and extra-curricular activities. The school is actively looking to strengthen multicultural links with schools abroad. The school garden is being developed to provide opportunities for curriculum enrichment and quiet reflection. Care is taken to provide an open and welcoming environment. There are well presented displays in public areas and classrooms that demonstrate the Christian foundation of the school.

**The impact of collective worship on the school community is satisfactory**

Collective worship is seen as an important part of the school's Christian character and takes a central role in the daily life of the school. It is well planned, co-ordinated and structured to meet the needs of the whole school community. School leaders and children carry out some monitoring and evaluation. Foundation governors make regular visits to collective worship, but currently have no formal monitoring system. Worship is overtly Christian in context, inclusive and demonstrates a respect for other beliefs and cultures. Worship is generally held in the school hall with appropriate symbols and a focus. A calm and purposeful atmosphere is evident that encourages reflection and spiritual growth. Collective worship includes different worship styles and supports Anglican heritage and practice. Pupils are familiar with different prayers, including the Lord's prayer and grace before meals. They are encouraged to write their own prayers for use in worship. The head teacher, assistant head, members of staff and visitors lead worship. The contribution made by local clergy is clearly valued by the school. Pupils say they enjoy collective worship and it has a positive effect on their behaviour. In a time of collective worship led by the parish lay minister the pupils were encouraged to join in with sound effects and with actions during the worship song. The school aims to involve learners in times of collective worship and is looking at ways for them to make contributions and take leadership roles. The local parish church provides a valuable resource and venue for festival services, which are well supported by parents and members of the local church community.

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

The leadership is committed to the Christian ethos of the school and gives an effective lead to the school community. The headteacher works closely with local clergy, bishop's visitor, governors and staff to plan and promote the development of the school as a Christian community. The school is working hard to re-define its role as a church school. The distinctive church status is made clear in the school documentation, although the ethos statement and school logo do not fully reflect this. The school has a good relationship with the diocese and participates in activities such as cathedral days, and some of the training that is offered. Parents are well informed and the vast majority are supportive of school activities. A parent said: 'There is no need to worry, the school keeps me so well informed and I know my child is being well cared for.' They see the school as a caring family that nurtures and meets the needs of the pupils. There is a positive relationship with the local church where children's work is displayed and church members support school services and events. The school is actively involved in reaching out to the local community and is valued as an important focus for the village.

