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

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| **Staverton Church of England Voluntary Controlled Primary School**  School Lane  Staverton  Trowbridge, Wiltshire, BA14 6NZ  **Previous SIAS grade: Good**  **Current inspection grade: Good**  **Diocese: Salisbury**  Local authority: Wiltshire  Date of inspection: 9 February 2016  Date of last inspection: 10 January 2011  School’s unique reference number: 126360  Headteacher: Mark Bartlett  Inspector’s name and number: Lesley Turville 732 |
| **School context**  Staverton CE Primary has grown since the last inspection and is expected to grow further. It is an average sized primary school with 254 pupils on role arranged over nine classes. It has a planned admission number of 45. The school serves the village of Staverton but also draws pupils from the surrounding areas. It is part of the Trowbridge Collaborative Trust made up of 21 schools. The majority of children are of white British heritage and a small number have English as a second language. About a quarter meet pupil premium criteria. At the time of inspection the school is awaiting the appointment of a new vicar. |
| **The distinctiveness and effectiveness of Staverton as a Church of England school are good**   * The strong leadership of the headteacher and new religious education (RE) coordinator provides a clear strategic vision for the school based on Christian values and principles. * The important contribution of collective worship, prayer and reflection supports children’s spiritual, moral, social and cultural (SMSC) development. * The use of the ‘Values for Life’ programme ensures the school’s values are recognised by the whole community and understood as Christian. |
| **Areas to improve**   * Governors to formalise and embed robust processes to monitor and evaluate Christian character, RE and collective worship so they can better identify their impact on the school. * Enhance the spiritual development of children by developing innovative areas for prayer and reflection. * Develop assessment systems for RE that are in line with other foundation subjects so that attainment and progress can be measured more accurately. |

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| **The school, through its distinctive Christian character, is good at meeting the needs of all learners**  An annual cycle of six values, taken from the ‘Values for Life’ materials, underpins all aspects of school life and includes the Staverton Way set of guiding principles and the school motto of ‘Believe, Succeed and Achieve’. Clear links to Bible stories in displays, collective worship and RE means these values are understood by the community as Christian. Home school work sheets, available on the website, provide ways in which the values can be explored further at home. Parents are clear that these values are inclusive of all faiths and none whilst also being Christian in character. They describe the school as being a ‘school with a heart’. This is exemplified through the work of the committed parent support adviser. She exemplifies the strong Christian focus by ensuring the school meets the needs of all learners with a special emphasis on disadvantaged and other vulnerable pupils and their families. All staff share the headteacher’s vision for the school and use values to make effective links between teaching and learning and personal choices and actions. As a result, all personal relationships and behaviour are excellent and attendance is good. Children feel safe and know that any incident will be dealt with quickly. Academic standards have risen over the last two years and are now in line with or above national expectations. This reflects the aim to ‘pull together with a common purpose’ and ensure each individual child achieves the very best that they can. A creative curriculum with a strong emphasis on first hand experiences, reflection and discussion ensures that children are confident and articulate and that SMSC development in the school is good. Personal successes are celebrated weekly through awards given in assembly time which promotes self-esteem. Pupils are clearly happy and are proud of their school and keen to learn within this caring, tolerant and respectful ethos. The emphasis placed on prayer throughout the day, the age appropriate opportunities provided by class reflection areas and reflection diaries make a valuable contribution to the children’s growing spiritual awareness. However the school has identified that the outdoor space is not yet being used effectively and is keen to develop a quiet space for prayer and reflection. Religious education has a high profile in the school and is taught through the ‘Discovery’ scheme which uses an enquiry based approach. The subject leader is new and enthusiastic. She is ensuring that teaching is effective with stronger links to the school values which are making an increasing contribution to the SMSC development of children. Work is monitored and celebrated through the use of classroom ‘Big RE Books’ which capture activities and discussions as well as written work through reports, photographs and pupil’s comments. Written work in pupils’ books is marked to reflect learning outcomes but as yet this is not supported by formal assessment systems which show attainment and progress. Religious education contributes significantly to pupils’ understanding of Christian beliefs and the life and work of Jesus as well as their knowledge of and respect for people of other faiths and cultures. Good use is made of the strong links to the local parish with children having the opportunity to visit the church and ‘quiz’ the Vicar about his beliefs. However, similar opportunities have not been provided for learning about other faiths. |
| **The impact of collective worship on the school community is good**  Collective worship is central to school life. It is important in relating values which shape behaviour, relationships and actions to Christian teaching. Pupils are enthusiastic about times of worship and say they enjoy, ‘moments to be still’, ‘hearing the stories’ and ‘singing songs about God’. Parents report that it is having an impact on their children with one child singing Christian songs at home and being really pleased when mum was able to join in, and other children chatting about the stories they have heard. Worship has a distinctly Christian framework with appropriate liturgical greetings, prayers and reflection. Children relate the lighting of a ‘Trinitarian’ candle to God as Father, Son and Holy Spirit but as yet have only a vague idea about ‘who the Holy Spirit is’. Themes follow the values and clearly illustrate these through religious paintings and Bible stories. Pupils explain values such as hope and compassion by retelling several different Bible stories and then relating these to the way ‘God would like us to behave’. All teachers attend worship and appreciate the time ‘to stop and be still’ and also to ‘feel proud of what they are a part of’ when they hear the high quality of the singing. The school now has a strong choir and this has helped to develop a love of singing throughout the school. Class acts of worship follow the same weekly themes and also link to the seasons of the church year. Comprehensive, differentiated notes are provided at key times to help teachers deliver with confidence. Although there is a vacancy at the church at the moment, the school has enlisted the support of a local ‘retired’ vicar who visits the school every other week and is well liked by the pupils. Special occasions are marked by services in the local church, giving the children an understanding of other Anglican traditions and practices. These are always well attended by parents. Pupils are aware of the purpose of personal prayer and contributions made by them to the school prayer box are valued and included in the worship. These are offered to God whilst the pupils sing ‘Oh Lord hear my prayer’. This allows the prayers to be acknowledged and yet remain confidential. A newly appointed worship council take their role seriously and are beginning to evaluate acts of worship, feedback to governors and have an impact on the way it is run. This has led to pupils becoming more involved in leading aspects of worship and enabled changes to singing worship so that it includes a ‘karaoke’ aspect which the pupil’s enjoy. |
| **The effectiveness of the leadership and management of the school as a church school is good**  Staverton Primary School has seen significant staff changes in the last eighteen months. The headteacher joined in September 2014 and five out of nine classes have new class teachers. The governing body has also undergone considerable changes with three new appointments. Three places are still vacant; one of these being due to the vacancy in the local parish. Since his appointment the headteacher has established ‘The Staverton Way’ and the ‘Values for Life’ programme which have been key to strengthening the Christian character of the school. All new staff support the Christian foundation of the school and more established staff recognise the impact of the recent changes on behaviour, teaching and learning and the ‘tangible positive ethos’ that is now present in the school. Parents talk glowingly about the school and the impact it has on their children. They say that it is welcoming and supportive of all and some choose to send their children here from outside the catchment area because of this and its Christian character. The governing body and the new chair of governors are robust in their monitoring of the school’s academic standards but admit that they have not yet implemented a formal system for monitoring the impact of the school’s Christian character on pupils and policies, collective worship or RE. An understanding of The Statutory Inspection of Anglican and Methodist Schools (SIAMS) needs to be incorporated into the governor induction pack and school improvement planning. However, the school’s own self-evaluation as a church school is accurate and governors are committed to helping the headteacher maintain and develop this fundamental aspect of the school. Significant work has been done on meeting the areas for development from the last inspection and the school meets its statutory requirements for RE and collective worship. Staff benefit from being part of the Trowbridge Collaborative Trust and also receive training support from the Diocese and the Local Authority. They feel well supported and valued as members of a team committed to school improvement. The newly appointed RE coordinator is quickly bringing about changes in RE ensuring that all staff have a good understanding of the new scheme and deliver effective lessons. She also works effectively with the headteacher and visiting clergy to manage collective worship. The links with parents are strong and they in turn are very supportive of their school where ‘everyone cares about everyone’. They feel able to raise any concern, confident that they will be speedily and appropriately managed. Links with the parish have been strong historically and the school is involved in the current appointment process for the new vicar. |

SIAMS report February 2016 Staverton CE VC Primary School, Trowbridge BA14 6NZ