

National Society Statutory Inspection of Anglican Schools Report

Coleshill Church of England Voluntary Aided Primary School

Wingfield Road

Coleshill

Birmingham B46 3LL

Diocese of Birmingham

Warwickshire LEA

SIAS inspection: 30 November 2005

Previous S23 inspection: May 2004

URN: 125728

Headteacher: Mr. Andrew Kershaw

SIAS Inspector NS#135: Robert A. Cooke

Context

Coleshill Church of England Primary School is a popular school in a residential area close to the M6 and M42 motorways. There are currently 280 pupils on roll with one class per year for pupils aged 5 to 7 and two classes per year for pupils aged 7 to 11. On entry to Year 3, pupils from year 2 are joined by pupils from another Infant school. Under the stewardship of the present teacher the school has recently received a good Ofsted report following a period of underachievement that preceded his appointment.

Summary Judgement

Coleshill Church of England Primary School is a good school with a distinctive Christian character. The school is effective in its teaching of Christian principles.

Established strengths

- There are good, effective links between the school, the church and the local community, including the parents
- Pupils' behaviour, care and concern for others and attitudes to learning are often exemplary
- Staff show care and concern for the pupils' welfare and for their personal and social development
- Pupils display good knowledge and understanding of the Christian faith
- The Head teacher, staff and governors have a strong, shared desire to further develop the Christian ethos of the school

Focus for development

- Further develop opportunities for pupils to visit and study other places of worship including their own Parish Church
- Review and update the current policy for Religious Education and renew opportunities for the regular review of RE and Acts of Worship by the Governing Body
- Further develop procedures for the regular and systematic review of teaching and learning in Religious Education and for recording pupils' progress
- Further develop the use of Religious Education in displays of work in classrooms and around the school.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, meets the needs of all learners well. The school shows considerable care and concern for all its learners. Pupils' are given good opportunities to share their views and are listened to in class and in assembly. The spiritual and moral development of all pupils is well supported by class teaching and assembly themes. Individual achievements are recognised and praised. Names of pupils who have done well, both socially and academically, are recorded in a "Happy Book." Pupils are very well cared for both by adults and by each other. The use of peer mediators, a "friendship stop" and the supervision of younger pupils by older pupils result in very good behaviour. There is a rare absence of bullying. The school's aims, highlighting Christian values, are an essential part of all school policies. Teacher's plan well to address the needs of pupils of different abilities. Pupils are encouraged to express themselves individually both orally and in their written work. There are also opportunities for working collaboratively. The prominent cross in the school hall, a display of pupils' cross designs, the lighting of candles in assemblies and a mosaic outside the front door are good examples of the use of the environment to encourage spiritual development. However, this could be further developed by the display of more religious-based work in classrooms and corridors.

What is the impact of Collective Worship on the school community?

The impact of collective worship on the school community is good. A very clear action plan for religious education following the last diocesan inspection, the involvement of local clergy in assemblies and Religious Education lessons and the celebration of major Christian festivals in Church demonstrate the importance of worship in the life of the school. Pupils and staff respond very positively to worship. Pupils' behaviour is excellent. They listen attentively, sing well and are reflective and responsive during prayers. Pupils show considerable care and concern for each other. Many show a very clear understanding of the Christian faith and the importance of prayer. Some understand the significance of spreading the gospel message. Most pupils know the Lord's prayer. Older pupils are familiar with the 10 commandments. There is a clear whole school plan for Acts of Worship. All staff participate in leading Acts of worship. Pupils in Year 2 and Year 6 participate in Church services prior to entering the next phase of their education.

How effective is the Religious Education in the school?

Religious education is good. There is a good whole school plan for religious education. Pupils have a very good knowledge of the Christian faith and some knowledge and understanding of other religions. Teachers plan and prepare lessons well. As a result pupils achieve well and make good progress. Teachers display good subject knowledge. Pupils behave and respond well in lessons. Pupils of all abilities are encouraged to participate. Low attainers are appropriately supported. Religious Education contributes well to pupils' spiritual and moral development. There are opportunities for reflection and for pupils to share their ideas with others. The syllabus covers a wide range of topics. There are good links between Religious Education and pupils' personal and social education. Topics such as sharing, writing prayers and saying thank you contribute well to pupils' spiritual and moral development. There is an appropriate focus on the Christian faith.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school are good.

The Head teacher and foundation governors are strongly committed to promoting the Christian character of the school. Members of the clergy, Church Council and Church congregation are well represented on the governing body. As a result the Christian vision of the school is well represented in school documentation such as aims and policy statements. Prior to appointment new staff are well aware of the school's Christian ethos. There is a shared sense of purpose among staff, head teacher and church representatives. Staff are encouraged to visit other schools of a Christian character and have been provided with in-service training on spiritual development. In recent months the school has been obliged to give priority to raising standards in English and mathematics. Religious Education has been identified as a priority in this year's School Development Plan. The school has made very good use of self-evaluation. Areas for further developing the Christian character of the school have been identified. Action plans for improvement are used well and their progress is carefully monitored.

SIAS NOV 2005 Coleshill CE VA Primary School, Warwickshire, B46 3LL