

## National Society Statutory Inspection of Anglican Schools Report

### St. Andrew's Church of England Voluntary Controlled Primary School

Shooting Field

Steyning

West Sussex

BN44 3RQ

**Diocese: Chichester**

LA: West Sussex

Dates of inspection: 8 and 9 March 2006

Date of last inspection: 29 November-2 December 1999

School's Unique reference number: 125996

Headteacher: Chris Luckin

Inspector's name and number: Olivia Izzard

#### School context

St. Andrew's CE Primary School is a large village school set in the middle of the village of Steyning in West Sussex. The newly-built school replaces a previous one on the same site and is adjacent to Steyning Grammar School to which most of the pupils from St. Andrew's transfer at the age of 11. The majority of the pupils are drawn from Steyning although a small proportion come from the surrounding area, some as a result of the school's Special Support Centre. Pupils are organised into 2 classes per year group with 14 classes in total. There are 18 members of the teaching staff, including the headteacher, and 18 teaching assistants.

#### Summary Judgement

St. Andrew's is a good, effective church school which is clearly committed to its Church of England status. The school makes good provision to meet the needs of all its learners, particularly those who have special educational needs. The Special Support Centre is well run and discussion with pupils in the centre demonstrate their enjoyment and sense of achievement when working there. Learners from all groups feel special. Acts of collective worship are recognised by governors, senior management and other staff as being of particular importance in a Christian school. The quality of leadership provided contributes significantly to the success of the school. The school's Christian purpose is clearly expressed, for example, in its mission statement, prospectus and written policies and is evident in staff/ pupil relationships within the school and in the communication with parents.

#### Established strengths

- Very good standards of pupil behaviour;
- The clear Christian ethos of the school which is evident in acts of collective worship, the relationships within the school, the care and pride shown by pupils and staff in the school building, and in the specific wording of documentation;
- The very strong school and parish links.

#### Focus for development

- To develop formal procedures for the evaluation of acts of collective worship;
- To make further provision for reflection in acts of collective worship;
- To extend the use of display to reflect the multi-cultural nature of British society.

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

The school makes good provision to meet the needs of all its learners. It is particularly effective in its provision for pupils with special educational needs. The discussions with pupils, particularly those in the Special Support Centre, demonstrate that learners feel valued and special. The great majority from all groups do well and fulfil their potential, whatever their gifts or talents might be; their academic achievement is good or better in relation to prior attainment, particularly in Key Stage 1.

Whatever their beliefs pupils' provision for spiritual, moral, social and cultural development is good. Spiritual development is encouraged through some opportunities for reflection in acts of collective worship, class discussions, 'circle times', and the provision of a new exciting and stimulating environment. Displays around the school are of a good standard, further enhancing the environment. Moral development is encouraged through class debate and discussion, by consideration of issues within acts of collective worship and by participation in 'The School Council'

and 'The Anti-Bullying Group'. Social development is encouraged through participation in extra-curricular activities including 'The Junior Friends of Steyning Primary School' and by the positive and supportive role adopted by all adults within the school. Cultural development is encouraged by work within the Geography, Religious Education and Art curriculums and by the use of visiting speakers. However, the multi-cultural nature of British society needs to be made more explicit through the use of display.

Grade 2

#### **What is the impact of collective worship on the school community?**

Worship occupies an important place in the life of the school and is a key element in its Christian witness. Acts of worship are consistently well planned, imaginative and inspiring but need to have more formal procedures for their evaluation to ensure greater effectiveness for all pupils. A variety of leaders, including members of staff, 'Splash', the local vicar, and members of other church organisations who visit the school provide this variety and interest. Generally pupils speak warmly about the acts of collective worship and their purpose. They involve regular participation by individuals and groups of learners and evoke a very positive response from those attending. The singing is of a high quality with most of the children participating enthusiastically.

Worship is consistently and recognisably Christian and honours the Anglican tradition with themes centred around the Christian calendar. Good use is made of the local church for the main Christian festivals including Christmas and Easter. Very good links are also maintained with other churches within the Steyning Area including the Beeding Baptist Church and the Steyning Methodist Church. Effective planning of the acts of worship ensures that provision is made for the pupils' spiritual and moral development. However, while the school is sensitive to the beliefs and traditions of those of other faiths, pupils need to be given more opportunities for reflection in the acts of collective worship.

Grade 2

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

The quality of leadership contributes significantly to the success of the school. The school's Christian purpose is clearly expressed, for example, in its mission statement, prospectus and written policies and is evident in communication with parents. The headteacher and governors work in close partnership. For example, governors are involved with the headteacher and staff in monitoring and developing the Christian dimension of the school's life. Evaluations of acts of collective worship by the leaders and pupils in the future will further strengthen the monitoring process. There are very strong and fruitful links with the church community. The foundation governors play an active role in supporting and encouraging pupils and staff by making regular visits to the school. They are appreciative of not only the school's commitment to its church status but also the high quality of provision for music, sport and art within the school. Teaching and non-teaching staff feel involved and appreciated and relationships between all members of the school community are good. For example, parents' views are valued and shared. They receive a written response to the findings from their completed annual questionnaires.

The relationship between St. Andrew's CE Primary School and its partner and pre-school schools is a strong one. Many joint activities such as pupil induction and staff inservice days take place on a regular basis.

The vast majority of stake holders feel that the school has a special quality that enables learners from all backgrounds to flourish as individuals.

Grade 2