

# National Society Statutory Inspection of Anglican Schools Report

## **Claverley Church of England Voluntary Aided Primary School**

Claverley,  
Wolverhampton,  
Staffordshire.  
WV5 7DT

### **Diocese of Hereford**

Shropshire LA  
SIAS inspection: 12th October 2006  
Previous S23 inspection: December 2000  
URN: 123539  
Headteacher: Mrs. Sarah Mostyn-Jones  
SIAS Inspector: NS 398 Mr Robin Sharples.

### **Context**

Claverley C.E. School is situated in a rural context with 99 children on roll of whom some 8% are registered with special needs. The school has well maintained modern buildings and has pleasant grounds. There are many extra curricular activities and the school is working hard to develop its relationships with parents and other stakeholders. The present Head Teacher has been in post since Easter 2006.

### **The distinctiveness and effectiveness of Claverley is good**

Claverley is a very good school with many outstanding features. The children are very well behaved and most thoughtful in their relationships and their reception of visitors. The teachers have excellent relationships with the pupils and are very concerned for the learning of all individuals; the use of the skills based curriculum is well organized and is a prominent feature of the raising of standards. The school is developing its self-evaluation well, though at times this self-evaluation is too modest.

### **Established strengths**

- The warm, supportive relationships that exist amongst the people in the school and especially between the pupils themselves.
- The energy and passion of the Head Teacher in leading the school
- The commitment of the staff and governors to the vision for the school

### **Focus for development**

- The development of RE to provide a solid context of knowledge including the specific aspects of religions - including Christianity - for study, to allow staff to work confidently within the skills based curriculum
- The assessment of the school's environment - including the grounds - to provide more opportunities for spiritual development and meditative/reflective opportunities for pupils.

**Claverley Primary School, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

The learners in the school show great respect for each other. There are warm relationships both among the pupils and between pupils and staff, this 'family' atmosphere is appreciated by everyone connected with the school. This excellent pattern of relationships is explicitly drawn from the Christian ethos of the school and is strongly enhanced by the tidiness and order of the buildings. These feature (for example) attractive displays and well organized cloakrooms, with no stray bags or coats. The staff have responded to the needs of pupils by developing a skills based curriculum which has increased the effectiveness of the teaching and raised standards in the school. This awareness of pupils' needs is also seen in the provision of the Vicar's visits to school to be a 'listening ear' where pupils can discuss matters important to them, the learners respond very positively to this.

The school's physical environment reflects the Christian foundation of the school, the school's ethos is displayed and as part of the continuing programme of developments the possibilities of this are being enhanced .

**The impact of collective worship on the school community is good.**

The school as a whole values the assemblies. Children respond warmly to the activities which are well organised and spread in a varied and thoughtful pattern through the week which fulfils the recommendation of the previous denominational inspection. The children especially appreciate assemblies which include visitors. While children are aware that assemblies include such elements as prayer and Christian song they do not easily discuss these acts as *worship*. Children respond to the assemblies more in terms of learning than of response to God. Themes for the assemblies are well chosen but at times lead to over didactic assemblies which are directed to lead pupils toward certain learning outcomes rather than spiritual engagement. The assembly focus table is displayed but not in a part of the school where children often pass, the learners are considerably more aware of the reward 'treasure chest' which relates to the award points and certificates.

While children are given opportunity to reflect on the theme they are not given as much opportunity for meditative and spiritual reflection.

The children are aware of links with the local church but are not so clear about their role as partners or stakeholders within this relationship. The recent introduction of a Eucharist at the church in which all the children are included is a very significant contribution to the worship life of the school. It is an outstanding example of how worship can draw parish and school communities together. Many aspects of Anglican worship feature in assemblies and these are important to the learners.

**The effectiveness of the Religious Education at Claverley school is good.**

All learners at Claverley indicated a very positive attitude to RE which they see as a vital part of the school's curriculum provision. The school has, after discussion with The Diocesan Officer, opted to use the local R.E. agreed syllabus, albeit with some adjustments and additions appropriate to the school's aided status. The work is structured within the same skills framework as the other curriculum subjects; however as the agreed syllabus is itself largely built around skills this leaves a great demand on teacher's own knowledge of faiths. This has led to a somewhat uneven pattern of experience for the pupils who do not all demonstrate a coherent understanding of religious themes or knowledge. This is especially so with respect to the use of extension provision for more able pupils. The policy documents do not provide sufficient detail of specific knowledge of faiths to support the teachers' planning. It must be stressed however that within the current structures for R.E. the quality of teaching is good. The school has several displays of high quality work, stimulated by a recent RE theme week - these demonstrate the high level of impact which can be achieved when the knowledge content is tightly controlled in terms of planning and outcome. The school is developing the use of visits and visitors to enhance multi-faith and multi-cultural work, this is appreciated by the learners who have very positive attitudes to people of other faiths (and none) and show a high level of interest in the ways in which faith is expressed.

**The leadership and management of the school as a church school is very good.**

The leadership of the school is strong and its work is well organised. Alongside the appointment of the new Head Teacher there have been several changes in the Governing body including a change of Chair. There are some important structural changes being made in the Governors' responsibilities which show a sensitivity to the needs of the school in its current stage of development. In particular the closer monitoring of curriculum areas is a significant improvement.

Staff express confidence in their work and in the processes through which policy changes in school are going. They appreciate the opportunity to contribute and lead in curriculum matters and show a wide range of expertise, this is especially so in the case of leadership in R.E.

Equally, parents express increased confidence in the management of the school since the appointment of the current Head Teacher, especially in aspects of the life of the school where parents are directly affected, such as in the timing of extra-curricular clubs.

The parents also indicate confidence in the staff to appreciate their children's needs and to resolve any problems that might arise during the school day. Communication with parents is good particularly through the use of newsletters. All of this shows a renewed confidence and anticipation, among everyone connected with the school, of great progress in the future.

SIAS report October 2006 Claverley C.E. Primary School, Wolverhampton WV5 7DT