

## National Society Statutory Inspection of Anglican Schools Report

### **Clayton Church of England Voluntary Controlled Primary School**

Bradford Road,  
Clayton, Bradford,  
West Yorkshire.  
BD14 6DD

#### **Diocese of Bradford**

SIAS Inspection: 5<sup>th</sup> February 2007.

URN: 107308

Headteachers: Mr Mike Joyce and Mrs Elaine Schack

SIAS Inspector and National Society Number: Mrs. Margaret Bushell 155

#### **Context**

Clayton Church of England School is an over-subscribed primary school in the large semi-rural mill village of Clayton and has a diverse, comprehensive intake. Pupils come from farms, from a Local Authority housing estate and from mixed private housing. 17% of pupils have English as an additional language, 18% are from British Asian families with a smaller percentage of Chinese and Afro-Caribbean families. One fifth of pupils are from socially deprived backgrounds. Attainment on entry is broadly in line with national averages apart from speaking and listening and fine motor skills, which are below national averages when children begin school.

#### **The distinctiveness and effectiveness of Clayton Church of England Primary school are good with many outstanding features.**

The inclusive, Christian ethos has a positive impact on personal development, attitudes and relationships. Individuals are valued and encouraged to become confident, independent and responsible young citizens within a supportive family atmosphere. Children's behaviour of care, friendship and sensitivity towards one another and to visitors to the school is often outstanding. Pupils enjoy coming to school, they take pride in their work and particularly like the way members of staff make lessons interesting and fun. Humour is important. The school is well resourced. There is a shared vision for improvement, particularly with environmental issues, and there are strong relationships with the Church and local communities. Care, prayer and humour are characteristics of the school.

#### **Established Strengths**

- The very positive behaviour and relationships which promote personal development
- The wide range of extra-curricular clubs, activities and visits which promote social and cultural development.
- The very strong and mutually supportive relationships with the church and local community.
- The opportunities provided for children to develop independence and responsibility towards their environment and their community.

#### **Focus for Development**

- Extend opportunities for whole school involvement in planning, delivering and evaluating acts of Collective Worship.
- Extend opportunities to further promote spiritual development, especially with higher achieving children.
- Extend training and development opportunities for Collective Worship for both governors and staff.

**The school through its distinctive Christian character is good with outstanding features at meeting the needs of all learners.**

The school uses its Christian character to nurture and encourage the social, moral, spiritual and cultural development of virtually all children but opportunities to extend spiritual development with higher achieving pupils are not as yet fully developed. Pupils have positive attitudes and take pride in their achievements. They express their views confidently and with enthusiasm. The School Council and the Eco-Warriors provide children with opportunities to take initiatives, make decisions and to resolve issues. These include children's involvement with conserving energy, collecting litter from school, the local park, improving the quality of school lunch, recycling waste, organising charitable fund raising events and helping to raise funds for school resources. Music and Art are particular strengths. The school choir has sung in Bradford Cathedral, St George's Hall and children entertain residents in the local community care home as well as in services in the local church. The high quality of children's art is sensitively displayed all around the school. Links with a school with predominantly Muslim children has resulted in many friendships and the outcome of an original research document on War Graves in a local cemetery. A copy is now in the Imperial War Museum. Parents are involved with their children's progress and invited to courses to inform them of changes in curriculum initiatives. Several parents achieved certification for a recent parenting course. Parents and grandparents often continue to support the school long after their children have left.

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

There is a varied programme, within the Anglican tradition, which includes whole school and separate Key Stage acts of Collective Worship, as well as achievements and awards celebrations. The majority of staff attend. Members of the local Parish Church and Ministers from other local faith communities contribute to the termly programme. Children and parents share in the celebrations of the major Christian festivals, which are sometimes held in the church, as well as celebrating some of the festivals and aspects of other world faiths in school. Children particularly enjoy participating and would like more involvement with planning, leading and evaluating worship as well as requesting more variety with visual foci. During the Collective Worship observed, children's behaviour was outstanding within an atmosphere of calm, respect, humour and enjoyment. Children sang with enthusiasm and enjoyed the actions. The presenter skilfully involved the wide age range and abilities of all children. Some pupils helped to present the humorous drama and some children read out their own prayers. The theme reflected the children's own experiences, gave opportunities for them to answer questions and for individual response with a thought to carry with them throughout the school day. Opportunities for quiet reflection are given during some acts of Collective Worship. Prayer is important. There is a wall of children's prayers in a corridor and a prayer was offered for a sick child during worship. The PSHE and R.E. Coordinators have attended development-training courses and one headteacher has completed a sabbatical for spiritual development. At present, staff and governor development training for Collective Worship is not included.

**The leadership and management of this church school are good.**

There are strong and mutually supportive links with the local church community. The church has initiated a well subscribed 'before and after school care club'. Additionally, the Quest Club, which is led by the Curate, enables children to explore aspects of Christianity and spirituality with enjoyment and fun. The stable body of staff feel valued and involved with improvement priorities, although at present, systematic monitoring by subject coordinators is not always consistent. Governors give strong support and are confident to challenge decisions. The Chair and other Foundation Governors, monitor aspects of school life. Parents are very supportive and proud of their school as evidenced in the letters of appreciation, comments on reports and replies to the questionnaires. Meetings begin with prayers and the Headteacher and managers are most effective in bringing a faith perspective to their roles.