

National Society Statutory Inspection of Anglican Schools Report

Clifton-upon-Dunsmore Church of England Voluntary Controlled Primary School

Station Road
Clifton-upon-Dunsmore
Rugby
Warwickshire
CV23 0BT

Diocese: Coventry

Local authority: Warwickshire
Dates of inspection: 12th March 2008
Date of last inspection: week beginning 8th December 2003
School's unique reference number: 125670
Headteacher: Mr David Briggs
Inspector's name and number: Geraldine Hansford 407

School context

Clifton-upon-Dunsmore is a primary school that is slightly smaller than average. The majority of its pupils are from a White British background and very few pupils speak English as an additional language. The headteacher was appointed in January 2007 and the deputy headteacher in September 2007. The school has recently been awarded Activemark from Sport England in recognition of high standards in PE and a wide range of physical activities.

The distinctiveness and effectiveness of Clifton-upon-Dunsmore Church of England Voluntary Controlled Primary School as a Church of England school are outstanding

Clifton-upon-Dunsmore Primary School proudly promotes its Christian ethos and wholeheartedly embraces Christian values. The caring, inclusive and supportive character of the school provides an inspiring learning environment which encourages children to learn, creates in them a concern for other people and for the world in which they live, and encourages them to grow in faith.

Established strengths

- The commitment to Christian values which permeate the life and work of the school.
- Inspirational acts of worship which promote understanding and encourage further reflection.
- Strong links between the school, the parish church and the local community.

Focus for development

- Establish a formal process for the monitoring and evaluation of the school as a church school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Clifton-upon-Dunsmore Primary School immediately proclaims its Christian character from the distinctive sign outside and from the vibrant décor and displays within. In the foyer, the eye-catching displays identify the season of the church year. For Lent, the school emphasis on caring for others was clearly illustrated in the notice which asked readers to consider what they could do to show thought towards other people. Other notices invited readers to take time during Lent to reflect, to think and to come closer to God. These signs and the displays across the school reinforce Christian values and also support the teaching and learning of religious education which has a high priority in the school. The clear policy for religious education ensures that there is a development in pupils' knowledge and understanding from year to year. The pupils' books reveal that they understand what they have learned and also the reasons behind the teaching of RE. There is a clear link between the teaching of RE and consideration and respect for other people, and the environment. Hence RE clearly contributes to social, moral, spiritual and cultural

education. Inspirational quotations and comments are displayed around the school to promote a thoughtful response. The school emphasises the importance of creating stillness and quiet to support contemplation, worship and meditation. A planned spiritual garden will provide further opportunities for pupils to appreciate the world around them and to encourage spiritual development. Pupils are enthusiastic about their artistic contribution to the school. Their entries into the national 'Art in Heaven' competition were a good example of this. In the school all are valued and treated with respect. As one governor said, "*Children are entrusted to our care*". The school takes every opportunity to extend that care creatively and imaginatively and parents comment on the strength of the school's commitment to this. Out of school activities and full use of the school at weekends offer wide opportunities for achievement.

The impact of collective worship on the school community is outstanding

Collective worship permeates the life of the school. It is firmly based upon a comprehensive worship policy and a carefully planned cycle of collective worship which follows the pattern of the church year. Whole school worship is led by the headteacher, by local clergy and by guest speakers, such as the representative from 'Youth for Christ'. Pupils appreciate worship and their comments reveal that it is of vital importance in encouraging and supporting their spiritual development. They are able to give examples of acts of worship which have had a real impact on them as individuals. Links between worship and real life situations are made and valued. One pupil described her response to a Bible story which was similar to an event in her own life and which helped her with a situation she had found difficult. Pupils speak of their enjoyment of classroom worship, led by teaching staff and focused on an individual prayer table in each classroom. They particularly like periods of stillness and quiet which enable them to think about the topic of prayer. The importance of prayer was demonstrated by a whole school 'Mission Day' on The Lord's Prayer with the diocesan RE adviser. Pupils proudly point out their own class responses, illustrated on canvas. One such canvas which features joined hands, in different shades, encompassing the world is used on school documentation. Pupils know the importance of The Lord's Prayer to their own lives and to the local church and Christian community. Worship observed involved the whole school in parading to the parish church. The parade was led by a pupil on a donkey and celebrated the entry of Jesus into Jerusalem on Palm Sunday. The children were active participants in the church service through singing (as members of the choir and as members of the congregation), giving the readings and leading prayers. Pupil comments showed a clear understanding of the events of Palm Sunday and also careful consideration of what they had learned. Other major Christian festivals are celebrated with the parish church so that worldwide Anglican traditions are valued. Parents, staff, governors and members of the local community are given the opportunity to attend worship. Pupils speak enthusiastically about special acts of worship which are recorded in albums of photographs, available on display in the school foyer. Foundation governors are involved in observing worship and their reports contribute to the regular review of worship by the headteacher and governing body. Worship features in the school development plan and is continually improving in quality, style and integrity.

The effectiveness of the leadership and management of the school as a church school is outstanding

The enthusiastic and dynamic character of the headteacher has secured the support of staff, governors and parents for promoting and developing the Christian ethos. His spiritual leadership and determination to ensure that Christian values are apparent in the life of the school is revealed in the way the school buildings are decorated, in displays, in documentation and, above all, in the ways in which pupils, staff, parents and visitors show care and consideration to each other. The headteacher's inclusive approach ensures that all members of the school community are involved in the future direction of the school. A significant example of this is the development of the new mission statement which involved parents, staff, governors, members of the parish church and the diocese. The mission statement will be publicly proclaimed by being made into a mosaic and displayed outside the front door. The headteacher and governors provide very important links between the school, the parish church and the local community. Foundation governors are keen to secure additional support for the school, to build on what is already in place. As active church members, they consider that it is important for the Parochial Church Council to consider the ways in which the church can support the church school. The headteacher and governors are sensitive to the fact that the school has little cultural or faith diversity amongst its pupils and they promote events and activities to develop pupils' wider understanding of other faiths. Pupils, staff and parents talk enthusiastically about a guest speaker, who was invited into school to introduce the

pupils to Tu B'Shevat, the Jewish 'New Year for Trees'. The headteacher and governors are involved in monitoring, evaluation and reviewing progress. They use observation, discussion and questionnaires as sources of information. They acknowledge the need to introduce a more formal process for the evaluation of the school as a church school. All subject managers, including the newly appointed RE co-ordinator, are involved in monitoring and evaluation and identifying priorities for action plans. Parents play an active role in the life of the school. They are consulted on a regular basis and their views are taken into account. They particularly appreciate the willingness of the headteacher, staff and governors to listen to their concerns, to offer support and to resolve issues promptly. Pupils are encouraged to offer opinions on their experiences in the school and to make an appropriate contribution. A good example of this is the opening of the new school tuck shop, to promote healthy eating, a recent initiative developed by the school council.

SIAS report March 2008 Clifton-upon-Dunsmore CEVC Primary School, Rugby, CV23 0BT