

National Society Statutory Inspection of Anglican Schools Report

St Andrew & St Francis Church of England Voluntary Aided Primary School

Belton Road
Willesden
London
NW2 5PE

Diocese of London

LA: London Borough of Brent

Dates of inspection: 3rd and 4th October 2006

Date of last inspection: March 2004

School's Unique reference number: 101536

Headteacher: Mrs Barbara Graham

SIAS Inspector NS 299: Miss Gladys Vendy.

Context

St Andrew & St Francis is a two form entry school, with part time morning and afternoon Nursery provision, situated in a multi racial and multi faith area of economic and social deprivation. The majority of pupils live within the immediate vicinity. The school has a high mobility rate (about 20%) with looked after children, pupils from asylum-seeking refugee families, travellers and families living in a local women's refuge. Children come from a wide range of minority ethnic groups with the most spoken languages being Gujerati, Urdu, Somali, Portugese and Punjabi. There is an increasing number of children from countries new to the European Union. A significant number of casual admissions are pupils who are beginners in English and new to the English education system. A significant percentage of pupils are from non-Christian backgrounds (22% Moslem, 15% Hindu). A number of staff are multi-lingual and from ethnic minorities. The school was placed in Special Measures in March 2004 and these were lifted following the inspection in June 2006.

Summary Judgement

The distinctiveness and effectiveness of St Andrew & St Francis as a Church of England School are good.

Established strengths

- The Christian nature of the school is strong and promoted
- The school enjoys a close and active partnership with St Andrew & St Francis Church and the local community.
- Sound teamwork by all the staff supports both the leadership and management's vision of the school as a Christian community and the children's understanding of expectations of work and behaviour

Focus for development

- Extend the opportunities for reflection into the classroom environment
- Establish a record of non-written and creative work for each class in RE
- Strengthen the Governors' role in the monitoring of R. E.

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

The school makes good provision to meet the needs of all its learners based on Christian values which permeate every aspect of school life. The employment of an inclusion worker to support pupils with diverse needs effectively supports the Christian ethos of the school. Her wide ranging role includes hospital visits, running a parenting club and helping transient pupils to settle. The annual questionnaire to children shows an improvement in the percentage of children saying they know who

they can go to in need. The school has also responded to pupils' requests for additional staff and improved resources being available during break and lunch times and this has had a positive effect upon improved behaviour. The school puts considerable emphasis on developing positive relationships and providing a supportive environment based on Christian values. The implementation of the behaviour management policy with its precepts of forgiveness, reconciliation and the chance to 'make right' is transparent to all the community and has been effective in moving the school forward. Good relationships between staff and pupils enable children to develop confidently through a strong culture of praise and reward which include Head Teacher commendation letters which are posted home. Learners and their parents speak confidently of the school's Christian ethos, the empathy and commitment of all the staff and the quality of education provided. The Key Stage 2 school council spoke about the opportunities to make decisions, take responsibility and manage their own budget. They were instrumental in bringing in playground rules. Children volunteer to be young playground leaders and to support others at break times. They wear distinctive yellow jackets. There are very strong links between school, local community and the parish church. The extra curricular activities encourage the pupils to further their spiritual, moral, social and cultural development. Children clearly understand and recognise the need to work together to help others and to care for those in the community through regular charitable giving.

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

Worship is of central importance to the life of the school and underpins its Christian character. There is a clear pattern of worship throughout the week. The Vicar is a frequent visitor to the school where he leads weekly Mass and supports the pastoral and spiritual needs of the school. Worship themes are planned in discussion with the Head Teacher and often follow the Christian year. Each Junior class takes its turn in leading the prayers and giving a presentation at Mass and there is clear liaison with the class teacher, and guidance from, the Vicar about this. All new teachers are inducted into the celebration of the Eucharist. The servers at the observed Mass, which celebrated St Francis day, included pupils of other faiths, who acted with dignity and respect. Impressively the children joined in with the people's prayers, knew all the responses and sang them with enthusiasm and joy, without recourse to the printed word. The daily acts of worship are clearly recorded in a central file. Confirmation classes for pupils are held in school. Pupils say they enjoy worship and most staff take an active role as worshippers. The school attends church for worship at major Christian festivals and at the end of term. Prayers are said at lunchtime and at the end of the school day. Children pray naturally, fluently and intelligently. Although the worship is consistently and recognisably Anglo Catholic in tradition, the school is highly sensitive in endeavouring to ensure that provision is made for the spiritual and moral development of its entire community. Other faith festivals are acknowledged and appropriate provision is made, for example, for children who wish to observe fasting during Ramadan or to take their prayer mats with them on school journey. Accommodation and resources have an apposite effect on the quality of spiritual reflection, prayer and worship. Pupils make positive gains in their spiritual development and are able to talk confidently about their faith and beliefs. Children understand that quiet times in worship are for everyone and this could be further developed by providing opportunities and areas for reflection in each classroom.

The effectiveness of Religious Education is good

Very careful thought has been given to the teaching of Religious Education following a period of time when it became marginalised as a subject. The basis of teaching is the Solihull scheme which is under continuous review and revision. It is taught throughout the school by one person who is also the co-ordinator and SENCO. This gives the opportunity for clear progression, the avoidance of duplicated materials and an appropriate timetable which is ring fenced by providing cover for PPA time. This has raised the status and profile of Religious Education as a valued subject. The specialist RE teacher is enthusiastic, knowledgeable and passionate about her subject which is communicated to the pupils, as shown through the answers to an annual questionnaire to them. As SENCO she is well able to support children with

special educational needs and EAL. She is also able to match progress and standards to achievement in other areas and in group activities pupils are appropriately mixed according to abilities, ethnicity and faith. Religious Education is recognised by governors, staff, parents and pupils as being integral to the life of the school and is well resourced. The quality of learning and teaching observed was good with the pupils showing clear prior knowledge and understanding. Questioning was skilful and open-ended, drawing all the children into discussions. In one lesson children were able to make connections with charitable giving in reference to the shoebox appeal and the leprosy mission. Although there was not a lot of recorded work by the children there was a good visual electronic collection of creative work and drama. Thought might be given to making a class book which records the discussions, debates, role play and creative work. Assessment procedures are developing through weekly evaluations and the emerging use of level descriptors. Planning is done in conjunction with class teachers and this ensures good links with other subjects, particularly literacy, music, PSHE and geography. In the Foundation Stage RE is taught as a discrete subject linked with planned topics. Children were making tasbeeh (prayer beads) and there was clear evidence from displays of previous teaching about prayer. There is a clear written statement from the Governors about the teaching of world religions within a planned programme of work and this should be included in the RE policy which is overdue for revision. Visits and visitors form an important part of the teaching of other faiths. RE certificates, bordered by a variety of faith symbols, are given at the end of the year for three different levels of achievement and these are valued by the pupils. RE is monitored by the Head Teacher and there is an RE link governor whose role could now become more challenging.

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

The quality of leadership by the Head Teacher and Vicar, who work in close partnership, contributes significantly to the developing strength of the school as a church school. The Head Teacher confidently communicates her vision of a Christian school to staff, parents, children and governors. This is reflected in all public documentation and the mission statement that heads up all the policies. There is not a full complement of Foundation Governors but those appointed are keen to support the school in doing well for its pupils. The Head Teacher has a clear view of how to develop a culture of leadership around her and this collegiate approach is impacting upon the school improvement. Staff morale is good and the parents spoken to are very happy with the care and education their children are receiving. The Every Child Matters agenda is a regular item at Governing Body meetings. There are effective and inclusive recruitment and induction procedures in place to explain and explore the schools Christian character. Before being appointed staff are required to seriously consider what it means to work in a Church school and are asked if they will support the Christian ethos. The school is well supported by the diocese and the LEA. Views of parents and other stakeholders are regularly sought. Changes in leadership and the appointment of a new RE co-ordinator have impacted upon the provision for RE as a significant subject, and collective worship as a true spiritual dimension. All aspects for development since the last Ofsted have been achieved.

Sias report October 2006 St Andrew & St Francis Church of England Voluntary Aided Primary School Belton Road Willesden London NW2 5PE