

National Society Statutory Inspection of Anglican Schools Report

St Andrew's Church of England Voluntary Controlled Primary School

Main Street
Clifton Campville
Tamworth
Staffordshire
B79 0AP

Diocese: Lichfield

Local authority: Staffordshire
Dates of inspection: 12th September 2006
Date of last inspection: 17th June 1996
School's unique reference number: 124242
Headteacher: Mrs J Bullous
Inspector's name and number: Mr A R Gilroy 007

School context

St Andrew's Church of England Primary School is housed in a modern building close to the parish church in the rural village of Clifton Campville, Staffordshire, close to the neighbouring counties of Leicestershire, Derbyshire and Warwickshire. A significant minority of children attend the school from these counties. The school has been designated by Staffordshire Education Authority as the area school for children with Special Educational Needs.

The distinctiveness and effectiveness of St Andrew's Church of England Primary School as a Church of England school are good.

St Andrew's is a good Church of England Primary School where a strong Christian witness is demonstrated throughout every day. There is a sense of friendliness, energy and a genuine caring for the individual within a spirit of Christian love. The effective and distinctive learning environment provides for spiritual and moral growth.

Established strengths

- There is a strong sense of belonging to a Christian Community within the school.
- There is good provision for learners of all abilities and background to all aspects of school life.
- Learners feel valued and special; the school works effectively at addressing their needs and interests.
- The strong leadership of the headteacher and governors.

Focus for development

- Develop the role of governors to monitor and evaluate the impact of Collective Worship (and Religious Education) upon the learners.
- Develop the learner's appreciation and understanding of the worldwide Anglican Church through links with other schools and communities.

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

The school Aims make strong reference to the Christian Foundation of the school and this is expressed and reflected in all relevant policies and statements. This clarity of thought is implemented in the day-to-day life of the school where a sense of community and responsibility is evident. The school strongly promotes good relationships, safe practices and healthy eating through its PSHE&C curriculum and extra curricular activities. This is evidenced by the responsible attitudes and behaviour demonstrated by the learners. The children are thoughtful and caring. Those with special needs are assisted by their peers who enjoy helping. The large majority of the learners enjoy school; they value their teachers and their peers. There is a system of rewards, which encompasses academic achievement, social values and attitudes. This strongly demonstrates the value of and commitment to pupil achievement in all aspects of life, both in and out of school. The children enjoy and appreciate the recognition of their successes and speak with pride of their achievement.

The parents/carers find the school welcoming and secure. They feel that their contribution to the life of the school is valued. Parents feel that they are given very appropriate time with the head and staff, they appreciate the speed and effectiveness with which all staff respond to any concern. They strongly support the schools approach to behaviour, healthy living. The school regularly provides opportunity for prayer and reflection in worship and at other times, such as the end of the day and at lunchtime. There is a prayer tree in the entrance with prayers the recent school leavers have left on their move to secondary school. Religious Education has a good impact upon the spiritual development of the learners with a large majority able to take something of significance into their own lives from the subject. The learners have a good understanding of right and wrong and can explain the importance and reasons for good behaviour and that our concepts are based upon Christian teaching. Conflict and disagreement is resolved fairly and with compassion, clearly reflecting Christian principles. The large majority of the learners work collaboratively and cooperatively and show sympathy and support for others. They feel that they are listened to and that their views are taken seriously. They understand the school's process for raising issues through the school council and make good use of it. Displays of pupils' work round the building are attractive, containing distinctive Christian content, which learners can explain in detail.

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

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 and inspiring. The scheme for worship includes a programme of themes, the weekly structure, and the contribution of staff, learners, parents and clergy. The staff monitor the quality and impact of worship. The outcomes are reflected in the School Development Plan.

The school uses a sculpture of cupped hands containing a lighted candle as a visual focus during worship, which includes prayer and reflection. There is a high level of interest in worship from the majority of the learners, listening well, responding willingly, joining in the prayer and reflection, and showing reverence and enjoyment. They make valuable contributions to worship on a regular basis that makes good use of their talents, intellect and experience. Learners look forward to the worship taken by visitors including the fortnightly visit by the clergy. The learners value worship; they see its importance to them personally and in the life of the school. All the staff and other adults in the school are present during worship. The vast majority of learners find the Bible stories used during worship and in religious education interesting and relate them to their PHSE lessons. Matters raised in worship have enabled the learners to consider fundamental issues, which they realise have an impact on their own lives.

The majority of the learners are able to recite the traditional version of the Lord's Prayer and some know its meaning. The new incumbent is working with the head and staff to develop worship both in school and in the parish church.

Pupils know about the Church Year and the Christian festivals. These festivals together with school celebrations are held in an effective way with the local parish.

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

The strong leadership of the headteacher is a significant factor in the success of the school. She communicates the distinctive nature of the school through both word and deed, ably supported by staff and governors. The staff feel valued and respected and are fully committed and involved in creating a positive Christian ethos for the school.

The governing body gives effective support in the management of the school and the proactive contributions of the chair are greatly valued. Whilst the headteacher and staff monitor and evaluate the Christian dimension of the school life, this should also be a focus for the governing body.

Conscientious lesson monitoring plus a commitment to school self evaluation enables the school to know itself very well.

The recent appointment of the rector will give the school opportunities to enhance its religious nature.

The fund raising and charitable giving demonstrates the outward looking attitude of the school and its Christian principles.