

National Society Statutory Inspection of Anglican Schools Report

Staverton Church of England Voluntary Controlled Primary School

School Lane,
Staverton,
Trowbridge,
Wiltshire
BA14 6NZ

Diocese: Salisbury

Local Authority: Wiltshire

Date of inspection: 17th January 2008

Date of last inspection: October 2003

School's Unique Reference Number: 126360

Headteacher: Mr Bruce Douglas

Inspector's name and NS number: Mr Chris Williamson 290

School context

Staverton Church of England Primary School has 215 children on roll. It serves mainly Staverton and the new Staverton Marina development; however some children come from the surrounding villages and parts of Trowbridge. 16% of children are on the Special Needs Register and 10% of children are from ethnic minority groups. 11% are entitled to free school meals. The headteacher has been in post for 2 years. Currently there is no deputy headteacher or SENCO and there have been many changes recently within the governing body.

The distinctiveness and effectiveness of Staverton Primary School as a Church of England school are satisfactory

Staverton Primary School is a satisfactory school where the Christian value of caring for each individual is lived out on a daily basis. Children's personal development and well being is good. The enthusiasm and effectiveness of the headteacher means that the school is well placed to develop and improve as a church school.

Established strengths

- The level of care and attention given to each child within a Christian ethos
- The inclusive nature of the school where everyone is made to feel welcome within a family atmosphere
- Recognition of the need to develop as a church school

Focus for development

- To explore what it means to be a church school
- To monitor and evaluate the Christian character of the school
- To develop further productive links with the church

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

Children feel valued and special. Most children are happy in school. A particular strength of the school is the promotion of the health and well-being of all the children. The school pays particular care and attention to each child and is inclusive; all children are made to feel welcome and part of the school community. There are a significant number of children who have specific emotional, social and behavioural needs and the school works hard to meet the needs of all children, believing that every child should have equal opportunities. Children's spiritual development is satisfactory. Children's moral, social and cultural development is good. Children's behaviour is improving steadily and is based on the Christian value of

forgiveness. The school has worked particularly hard to improve children's behaviour, for example children appreciate being given much more responsibility for their learning as a result of the development of the 'Building Learning Power' programme. Children work cooperatively and collaboratively in groups. The formation of groups such as the Feelings Group, the Nurture Group and the Social Skills Group has had significant benefits for the children. A culture of helping each other within a Christian ethos has been developed throughout the school. Children appreciate cultural diversity, value equality and recognise the consequences of prejudice and racism. Generally relationships in school are good and are based on the Christian values of compassion, friendship, kindness, cooperation and respect for one another. The school recognises the need to explore opportunities to reference values and decisions made in school to the Christian character of the school. Signs and symbols are used to show that the school is a Christian community. Stimulating displays strongly support children's learning. A more interesting approach to religious education has been established since September 2007 through the introduction of a new creative curriculum which is beginning to have an impact on the Christian character of the school.

The impact of collective worship on the school community is satisfactory

Collective worship is important in the life of the school. However the school recognises that children need to be helped to appreciate the importance of collective worship. At present the headteacher leads most acts of worship and staff attend worship one day per week. Children enjoy and derive much benefit from the parish priest's weekly visits to lead acts of worship. Planning of collective worship takes into account the major festivals in the church year together with a wide range of areas that include personal and moral issues. These issues are always linked to the Christian values of the school through prayer. The school recognises the need to involve the governors in formally monitoring and evaluating both acts of worship and their impact on children. Children contribute and respond appropriately to worship. They appreciate the value of prayer and show appropriate reverence. Children are involved in writing prayers and, on occasions, leading them in acts of worship. Children enjoy the celebration of learning and individual achievements which are also included in acts of worship. They also benefit from a range of prayers used during the day, as well as during collective worship. The school recognises the scope for improving the spiritual dimension in collective worship, in particular developing the ways that children, irrespective of their faith, gain inspiration and affirmation from worship. Children gain an understanding of Anglican faith and practice as a result of the clergy taking acts of worship. Children enjoy and appreciate the range of other Christian visitors and representatives of charities who visit to lead collective worship.

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

The school's distinctive Christian vision is evident in documentation and most stakeholders are aware of the school's Christian aims and ethos. There have been a significant number of changes in the school management team due to long term sickness and there have been a number of changes to the governing body. The headteacher has provided effective leadership of the school overall and has made many improvements; these include building leadership capacity in the school in order to increase the pace of change. However there is limited understanding of what it means to be a church school and the distinctiveness of the school's Christian character is not central to its development. The leadership of the school has not monitored or developed the Christian vision of the school enough to allow the school to flourish as a church school. As a result, the school community has not been challenged to realise its vision. The headteacher recognises the need to evaluate the progress of the school as a church school in order to set an agenda for church school improvement. The school is now well placed to improve. Parents and children are involved in evaluating the school's progress but are not formally involved in evaluating the progress of the school as a church school. Productive links exist between the school and the church, even though there is no permanent priest in charge at present. For example the church is very supportive of the needs of the school both pastorally and in leading collective worship. Parents provide good support, both in celebrations in church and in class led acts of collective worship. Well established relationships exist with a local special school, a neighbouring independent Christian school and with local pre schools and secondary schools. The school enjoys many links with the wider local community; for example children sing carols to old people locally

and links exist with Cereal Partners.

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