



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Andrew's Church of England VA Primary school

16 Church Road
Laverstock
Salisbury
Wiltshire
SPI IQX

Diocese: Salisbury
Local authority: Wiltshire
Dates of inspection: 6th May 2014
Date of last inspection: 15th July 2009
School's unique reference number: 126405
Headteacher: Mrs Karen Walker
Inspector's name and number: Mrs Dianne Christopher (731)

School context

St Andrew's CE Primary School is a smaller than average school with 187 pupils on roll, mainly white British. Free School Meals are below the national average at 8.2%. The proportion of pupils supported by the pupil premium is below average, with special educational needs or disabilities also below average. In January 2014 an additional classroom was completed and there are seven classes. In September 2013, the school became part of a dual parish and the newly appointed Associate minister is an ex-officio foundation governor.

The distinctiveness and effectiveness of St Andrew's CE (VA) Primary School as a Church of England school are good

- The Christian character underpins many aspects of this school leading to a community where everyone is celebrated and valued
- The quality of relationships between staff and pupils in the school
- A caring, inclusive Christian ethos enabling pupils to be confident and well motivated learners
- Religious education that promotes both learning about and learning from religion very effectively

Areas to improve

- Ensure a regular cycle of review is established involving all members of the school community and bringing rigour to further develop the school as a church school
- The leaders and governors to be explicit about the core values of the school within the mission statement to ensure all stakeholders are clear about how they relate to the

distinctive Christian character of the school

- Involve pupils in collective worship by enabling them to lead more regularly and routinely, evaluate the consistency of experiences between class and whole school worship and extend opportunities for parents to participate

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

The Christian character and ethos of the school is apparent and permeates many aspects of school life. Pupils are valued as unique individuals and benefit from the nurturing atmosphere within a Christian environment. This is reflected in the way learners make significant contributions as monitors, school council, worship club members and by raising funds for charities. An Ethos Committee has recently been reinvigorated to evaluate and monitor the distinctiveness of St Andrew's as a church school. Pastoral care and safeguarding for learners are excellent, with a foundation governor supporting pupils' emotional and personal needs. Learners' confidence to develop their 'gifts' from God can be seen in many areas of the curriculum such as sport, art activities, talent shows and involvement in the Food for Life Programme. Learners speak responsibly about healthy living and keeping safe. Pupils achieve well, most reaching good or better standards of attainment in the core subjects. Tracking of progress is thorough and all groups are tracked with learning targets. Learners have high expectations, excellent attitudes and speak positively about their achievements and parents attribute this to the school's Christian values. Learners enjoy school and attendance is good. They are clear that their behaviour and attitudes are because of the Christian values and the teaching of biblical stories. Harmonious staff relationships provide good Christian role models. Spiritual, moral, social and cultural issues are promoted through the stimulating experiences provided, such as, community events, curriculum plans, visits and visitors to the school. The church is used regularly to celebrate festivals within the Christian year. Parents spoke of 'exceptional support that is always there when they need someone to talk to.' The vicar is a welcome part of the school, as is the Associate Minister, as governor. They recognise the importance of the partnership between the school and the church.

The impact of collective worship on the school community is good

All stakeholders can articulate the importance of worship in their lives. On the day of inspection the head teacher led whole school worship the focus for the core value 'Respect'. Learners were clearly helped to understand by the visual example. The structure of each act of worship is clear with a welcome, worship, prayer and sending on. Learners sing enthusiastically and respond well to prayer. The pupil group interviewed stated that this was the usual style of worship; this was also supported by the planning folders seen. Learners have been developing knowledge and understanding of the Trinity as a result of a varied programme for worship. Christian visitors lead worship each week; these occasions are particularly enjoyed and valued by the pupils. Teachers are involved in the evaluation, planning and delivery of collective worship. The Governors completed a review to evaluate collective worship in April. The incumbent and the Associate Minister take an active role in the spiritual life of the school. They regularly lead worship and supports RE teaching when appropriate. Pupils are encouraged to pray and think deeply. Reflective areas have been created throughout the school, in the hall and classrooms to encourage prayer, although these varied in quality and effectiveness. Pupils enjoy collective worship and overwhelmingly want to be involved. The impact of collective worship is not outstanding, because some stakeholders are not consulted about their opinions and learners do not have regular opportunities to lead in worship. Parents' inclusion in collective worship is underdeveloped and the learners' contribution in evaluating and leading in worship needs to be secure. Class collective worship needs reviewing, so that it is of the same standard as whole school worship that takes place.

The effectiveness of the religious education is outstanding

Learners achieve high standards in religious education that are at least in line with national

expectations or better. Lessons are well planned and stimulating with many opportunities for discussion, reflection and the use of Biblical material. The RE coordinator, although new to the post, has sustained a very effective approach to the curriculum, which offers the opportunity to develop skills of enquiry and reflection. 'Philosophy for Children' provides the language and skills to explore deeper issues. Teaching is of a high standard, learners are encouraged to consider and discuss their own personal responses in pairs and small groups. An outstanding lesson was observed in year six, where the Trinity was being taught and resulted in pupils sharing their knowledge with year one learners. Challenge, thoughtful questioning, good pace and a range of activities support diverse learning styles and differentiation is embedded in all planning. In year two the use of additional staff in supporting individual learners' needs was effective. Considerable emphasis is placed on learning from religion, with creative approaches that help learners to have a clear understanding of how this impacts on their daily lives, relationships and their spiritual, moral social and cultural development. The governors are committed to regular in-service training for the staff that teach RE. Annual summative assessment, based on national curriculum levels and diocesan guidance, is supplemented throughout the year by work scrutinies and tracking which inform future teaching and the incremental development of higher skills. Work scrutinised during the inspection reflects excellent skill development and learners make expected progress in line with other curriculum areas. Attitudes to RE are positive, learners enjoy the subject, supported by resources that enhance and enrich the learning experiences. The study of Islam and Judaism as major world faiths contributes to the learners' abilities to make connections between shared values and practices.

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

The head teacher and governors provide effective leadership and work in close partnership. This contributes significantly to the success of the school. All learners and staff feel valued and the head knows them well. Documentation and signage leaves no doubt that this is a church school, however, there is a lack of clarity amongst stakeholders regarding the core values held by the school. An emphasis on learners achieving high standards, with good quality self-evaluation and tracking systems in place, results in learners' achieving good and often outstanding attainment. Governors hold the school to account by challenging and supporting the head and staff. They visit the school regularly and are keen to broaden their own knowledge through on-going training. An Ethos Committee, to monitor the school's distinctive Christian character, has recently been reinvigorated. Professional development for staff is identified through the school improvement planning and significant training for the RE and worship co-ordinator has taken place. The impact of leadership and management is not yet outstanding because some areas for development since the last inspection are not fully embedded at this stage. The partnership between the school and community is excellent. The merging of two parishes has resulted in Christian visitors and 'Open-the-Book' Worship, broadening the learners' experience. Parents are kept informed, through an 'open-door-policy.' One parent commented, 'every child is celebrated for who they are'. A Foundation Governor plays a key role in school life and all stakeholders see her as a significant support for pastoral issues. Pupils agree that school is fun, with lots of possibilities of working 'with new people and new things to do.'

Arrangements for religious education and collective worship meet statutory requirements.

SIAMS report May 2014 St Andrew's Church of England (VA) Primary School SPI IQXS