

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Voluntary Controlled (VC) School

Main Street, Clifton Campville, Staffordshire B79 0AP

Current SIAMS inspection grade	Outstanding
Diocese	Lichfield
Previous SIAMS inspection grade	Outstanding
Local authority	Staffordshire
Name of federation	The Federation of Mary Howard and St Andrew's CE (VC) Primary Schools
Date of inspection	13 July 2017
Date of last inspection	18 July 2012
Type of school and unique reference number	Primary VC 124242
Executive Headteacher	Sharon Wiltshire
Inspector's name and number	Huw Bishop 344

School context

St Andrew's is a small school which federated with another church primary school in 2007. There is a strong, inclusive ethos underpinning all that St Andrew's school does. There are currently 62 pupils on roll. The school has excellent links with the parish church and this partnership has a very strong influence on the spiritual development of pupils. Almost all pupils are from White British heritage. The number of pupils receiving support through special additional funding or who are helped because of special educational needs and/or disability is very small.

The distinctiveness and effectiveness of St Andrew's as a Church of England school are outstanding

- The outstanding and inspirational leadership of the executive headteacher, supported by her excellent and cohesive team. Together, they proclaim distinctive and clear Christian values that are understood by pupils and parents and guide every aspect of life in school.
- The engaging quality of teaching and learning which enable positive attainment and progress for pupils, thus meeting their academic needs well within an inclusive, uncompromising and caring Christian environment.
- Relationships in school which are quite exceptional. Pupils are happy, enjoy their learning and their attendance at school is high.
- Worship that develops pupils' personal spirituality with dignity, reverence and enjoyment.
- The clear and focused ministry and support of the parish church clergy and congregation which binds the school and local community together.
- Committed governors who have a high profile in school and promote and support its work as a church school within the federation with vigour.

Areas to improve

- In liaison with the Rector and other parish ministers, explore further specific Anglican tradition and practice, particularly the Eucharist in worship, to reinforce Christian distinctiveness.

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

The school's distinctive and inclusive Christian character is consistently reflected through the stimulating learning environment, excellent relationships and lively atmosphere that pervades St Andrew's school. The school community thrives within this place where Christian love and care nurture the academic, personal and spiritual development and wellbeing of every child. The school's mission statement: "Learn, achieve and believe together" impacts on all areas of school life and provides a focus for developing Christian and human values based upon love, peace, truth, right conduct and non-violence. This is very evident and modelled by staff in their daily dealings with the children and proclaimed clearly on school documentation. There are visual reminders of the school's Christian distinctiveness that accompany pupils, teachers and visitors as they move around classrooms and other school areas. Pupils and parents talk with great confidence about what this means and the way it has impacted significantly on all aspects of school life, but particularly leadership, since the last inspection. Academic attainment in 2016 and 2017 was above the national average in almost all areas and the progress of pupils in school now shows that this level of success should continue. The school is highly effective in using information to track pupils' progress in learning, and puts strategies in place to ensure they achieve their targets. However, this success is closely interwoven with the development of their personal spirituality. This is because the school's actions to improve pupils' chances are so strongly rooted in distinctive Christian values that make sure each child is known, valued and inspired to succeed as a unique child of God. Pupils speak with conviction about the Christian values they learn and that are important for their personal lives. They say that the headteacher 'always gets it right' when dealing with behaviour and relationship issues. Parents, too, said that they and their children feel part of a family community and this encourages them to be proactive with school. 'The church is at the heart of this school's activities' was the view of parents during the inspection. Pupils' efforts are acknowledged and celebrated and as a result, pupils want to be in school. Their attendance is above the national average and their behaviour and attitude to learning is excellent. Pupils enjoy a broad and rich curriculum which contributes fully to their spiritual, moral, social and cultural development. Activities include an understanding of responsibility towards, and appreciation of God's creation. Children are eager, confident learners who collaborate well and are inspired to achieve. Provision for pupils' spiritual, moral, social and cultural (SMSC) development is highly effective and teachers strive to provide meaningful experiences through which pupils can explore God's world. The school was awarded a UNICEF rights respecting award in 2013. Assessors noted that 'respect for the United Nations Convention of the Rights of the Child has become a vital part of the vision and values of the school and supports their Christian ethos. Children recognise the needs and rights of children across the world in their daily prayers'. Pupils have a clear understanding of the nature and person of Jesus whose life they recognise as being someone who changed the world and brought light into it. They understand that Christians believe that Jesus was God's Son, the Saviour, who died for everyone, and that he died and rose again. They are also learning about the Eucharist and the importance for Christians in the bread and wine, which they recognise as symbols of the body and blood of Jesus. However, pupils have yet to experience a Eucharist service as part of the wider Christian community. Pupils relate effectively as a 'Rights Respecting School,' to the fact that everyone is treated equally and fairly, no-one is left out, and that in school, because it is small, they are one big family. Because of strong links with the local church through services and celebrations during the Christian year, a strong sense of Christian community permeates the school. Pupils also understand the need to help others less fortunate than themselves through Christian action and this helps pupils' understanding of how to show responsibility towards others. Pupils' spiritual awareness is developed at a local and global level through fundraising, charity work, worship themes and focus days. Pupils have raised funds to support Trussell Trust Foodbank Tamworth-Harvest donations, Sports Relief, Comic Relief, UNICEF Day for change, Fairtrade fortnight, Christian Aid-Big Brekkie and Operation Christmas Child. British values are also promoted alongside the school's Christian values. The school is both distinctive in its Christian character and inclusive in its approach to diversity. The teaching of religious education (RE) is central to the school's ethos and is at the heart of the curriculum. Pupils say they enjoy their RE lessons and understand, from their entire school experience, that Christianity is a living world faith in which they play an active part. As a result, their actions reflect a commitment to live by the values they learn at school.

The impact of collective worship on the school community is outstanding

Collective worship is planned carefully with high quality content which is delivered well by a range of people. It includes Christian themes and important festivals with a strong emphasis on values. This helps pupils to understand the nature of worship and Anglican traditions and practice. Worship makes a significant impact on pupils' lives and as such, pupils are very aware of its theological basis. Pupils explain their understanding of God as Father, Son and Holy Spirit. They say that Bible stories challenge them to think about their own behaviour. Pupils also lead worship. They benefit from a varied experience of worship led by the rector, curate and licensed reader of the parish church. Pupils and their parents are supported on spiritual and personal matters and the parish church is very much regarded as the school's spiritual home. All staff, too, lead collective worship, they rightly see it as part of their responsibility as teachers in a church school. Music is a strength of the school and pupils sing with gusto. This is used effectively to enhance worship. Pupils demonstrate their understanding of worship themes through their involvement in activities such as readings, role play, prayers and singing. Classrooms have reflection areas where pupils can think quietly about anything important to them. Pupils pray together before lunch and again, before they leave at the end of the day. They write their own prayers and write requests for particular needs which are prayed for in whole school worship. Parents say they enjoy attending worship in church with pupils which reinforces the school and parish as a mutually beneficial spiritual community. Collective worship is monitored closely by the headteacher, worship coordinator, foundation governor and members of the ministry team. Evaluation forms are regularly completed by the staff and pupils and kept in a file for monitoring. Because of feedback gathered, the school has gained insight into how worship influences the whole community and this evaluation leads directly to significant improvement. An example includes listening to pupil voice and incorporating more opportunities for the children to be involved in the worship through drama or a visual stimulus to inspire and encourage reflection. Pupils were clear that their voice is heard and acted upon and it was very telling when they described their worship as a school experience 'alongside their teachers' and not something which is bolted on to their learning.

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

The executive headteacher, senior leaders and governors are highly effective in articulating and promoting the distinctive Christian vision and ethos throughout the school to secure effective learning. They inspire and support the whole school community well, sharing their passion and vision to provide the best possible Christian environment. Consequently, children at St Andrew's can thrive and be the best they can be. This is now bearing much fruit with good academic outcomes that all groups of pupils enjoy. The executive headteacher's Christian faith is very evident in all aspects of her leadership in school and in the parish and is recognised and celebrated by pupils and parents. St Andrew's is truly an outstanding example of church and school working within a shared ministry of learning and service to pupils, their parents and the local community. Parents say they feel a real and valued part of the school and their children's learning and appreciate that they are welcomed as partners in that learning journey. Foundation governors are experienced and passionate about their school and understand clearly what their role entails. They seek the views of parents and pupils in reviewing the school's Christian distinctiveness and support, challenge and monitor the school's work. Governors have secured excellent leadership for the school and its part within the federation and the needs of pupils are met through the effective use of financial and human resources. Issues raised at the last inspection have been fully addressed. RE and collective worship are led with commitment and a genuine desire to look for ways to improve still further. The strategic development of the school is secure because staff are well-supported and trained. Leaders are committed to the professional development of teachers, including succession planning for the school's and the federation's future leadership. Future leaders have also been identified with a new senior leader appointed from within the school. This has resulted in strong, sustainable leadership with excellent recruitment and retention strategies. The school values the close relationship it has with the diocese and the support of their adviser. Pupils say they feel happy in expressing their views and are confident that their ideas are taken seriously. Parents appreciate the dedicated work of staff in supporting their children's personal and spiritual development as well as their academic success.

SIAMS report, July 2017, St Andrew's CE (VC) Clifton Campville B79 0AP