



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 Voluntary Aided Primary School

Ecton Brook Road
Ecton Brook
Northampton
NN3 5EN

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Peterborough

Local authority: Northampton

Date of inspection: 15 June 2016

Date of last inspection: June 2011

School's unique reference number: 122017

Headteacher: Deborah Thompson

Inspector's name and number: Kathy Orchard 640

School context

St Andrew's is an average sized primary school. The school changed to two-form entry in September 2012 and the number of pupils on roll is rising. The majority of pupils are White British with about a third coming from other ethnic groups. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils supported by pupil premium funding is in line with the national average.

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

- The headteacher's committed Christian vision and values which permeate all aspects of school life.
- Positive relationships, respect and care between all members of the school community within a Christian environment.
- High quality experiences in collective worship and religious education (RE) impact positively on pupils' social, moral, cultural and spiritual (SMSC) development.

Areas to improve

- Establish a process of systematic monitoring and evaluation involving governors, senior leaders and staff to secure the on-going development of the school as a Church of England school.
- Develop a robust tracking and assessment system for RE to enable pupil progress in RE to be more closely monitored.
- Ensure the Christian character of the school impacts positively on the achievement and progress of pupils including vulnerable groups.

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

The high value placed by all stakeholders on the Christian character of this school is evident in all aspects of school life. It is clear from the learning environment that pupils enjoy coming to school and show care and concern for one another. Parents say that they chose the school because it is a Church of England school. They talk about the care the school shows not only towards its pupils but also for the parents. One spoke about the sensitivity the school demonstrated when a member of her family was terminally ill. Christian values are embedded in the life of the school and have a major impact on the very good personal and spiritual development of the pupils. Pupils are able to relate the effect the values have on their lives saying 'they help you to be kind to one another'. One said that if the values were followed it would 'hopefully make the world a better place'. As a result of the school's caring Christian ethos attendance is higher than the national average and there have been no exclusions. Pupils behave well in school and have a positive attitude to learning. The care and commitment of staff to ensure that every child is valued and achieves their best is impacting positively on children's rates of progress. This is particularly apparent in phonics and writing which have been specific areas for development. The distinctive Christian character leads to excellent relationships throughout this school. The schools' values of love, respect and faith act as motivation for their fundraising for a range of national and international charities. This, in addition to the RE curriculum ensures that pupils are aware that Christianity is a multi-cultural world faith. Learning about other faiths and cultures supports pupils' awareness of cultural and global diversity. This is enhanced through opportunities to visit other faith communities and visitors to the school. These RE experiences build on the already strong Christian character of the school.

The impact of collective worship on the school community is good

The importance of collective worship is clear from school documentation. This includes the comprehensive planning which is completed by the headteacher in consultation with staff and worship leaders. The planning is centred on a cycle of the school's Christian values and includes festivals of the Church year and national and global issues. The pupils understanding of the values continues to be embedded by follow up work in classrooms with recording in dedicated books. Clear links to the Bible are identified. There is a regular pattern of shared leadership of worship, including staff, clergy and visitors which means there is a variety of styles and delivery of collective worship. This ensures pupils' interest and involvement is maintained. The establishment of a worship team of year 6 children who plan and lead assemblies on a regular basis successfully addresses a focus for development from a previous inspection. The daily worship enhances the spiritual and cultural development of pupils with learning from these experiences evident around the school. Prayer forms an important part of the school day, in addition to collective worship, prayers are said at the beginning and end of the day and at lunchtime. Pupils own prayers are collected in the prayer box and often used in collective worship. Worship links with St Andrew's church are strong. Church members run an after school worship club, called Funky Fish. This is well attended and enjoyed by pupils. Three times a year the school leads special services in church on Sundays. These include Nativity, Christingle and Mothering Sunday services. There are an additional six services in church which take place within the school day. Parents value these services and say that they are well attended. Pupils are able to talk about their understanding of the life of Jesus and the Church year and traditions. Their understanding of the Holy Trinity is at an early stage of development. Pupils and staff participate in the Eucharist service held in the school annually. Pupils regularly evaluate worship. Governors currently monitor worship in an informal way. They are often in school and attend worship regularly. They also attend the church services. Currently governor monitoring of the impact of collective worship lacks the rigour needed to bring about sustained improvement.

The effectiveness of the religious education is good

The RE coordinator, who is relatively new to the role, has a good knowledge of the subject and leads it with enthusiasm. She has put into place a system of monitoring and evaluation, involving senior leaders and governors, which ensures comprehensive planning and consistently good teaching. She has identified, through staff surveys, the areas where teachers need further support on the subject and is ensuring that appropriate training is provided. The lessons observed support the school's own findings and show a deep level of questioning and discussion by the pupils. For example Year 4 pupils asked, 'If God is forgiving, why is there a hell?' and, 'Why does God allow Christians to suffer?' The high status the school puts on RE is borne out by discussions with staff and pupils, the high quality displays in classrooms, and the quality of RE work in books. In addition RE has its own action plan which is monitored by the RE coordinator. Pupils enjoy RE. They particularly like to be involved in discussions and acting out stories. They enjoy learning about other faiths. The study of other faiths as well as Christianity, in addition to visits and visitors, enhance pupils understanding of diversity. Standards in RE are in line with other subjects. Currently this is assessed by teacher assessment and tracked using a commercial system. Assessment in RE is currently by teacher assessment and uses levels. Tracking using the tracking system used in other subjects has been started this year. This now needs to be developed further to enable teachers to assess at the end of each unit of work. The results of these assessments will then be used inform the next stage of teaching.

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

The leadership of the school, including governors, have put strategies in place to address the issues identified in the school development plan and ensure the improvement of the school. These are having a positive impact. The Christian character of the school, and especially the Christian values, continue to be at the heart of everything the school does. Discussions with stakeholders and evidence from around the school demonstrate the importance placed on the values. This is a caring environment where all members of the school community value and look after each other. Staff say that their opinions are important and they feel well supported and part of a dedicated team. The commitment to the values contributes significantly to the improvements in progress in both key stages. The headteacher's personal faith is very strong and is articulated well in school. The school's self-evaluation is accurate. Governors monitor aspects of the school as a church school and are beginning to develop more formal systems of monitoring and evaluation to address the church school issues. This partially addresses a focus for development from a previous inspection. Statutory requirements for collective worship and RE are met. The important links with the church and community are kept open and developed by holding regular services in St Andrew's Church. Full use is made of training offered by the diocese and other providers to ensure staff succession planning for leadership is in place.

SIAMS report June 2016 St Andrew's CEVA Primary School, Ecton Brook, Northamptonshire, NN3 5EN