



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

St. Pauls Church of England Voluntary Controlled Primary School	Wiclif Way Stockingford Nuneaton Warwickshire CV10 8NH
Current SIAMS inspection grade	Outstanding
Diocese/Methodist District	Coventry
Previous SIAMS inspection grade:	Outstanding
Local authority	Coventry
Name of multi-academy trust	N/A
Date of inspection	19 October 2016
Date of last inspection	October 2011
School's unique reference number	125656
Executive Principal/ Head of School	Carl Thornton
Inspector's name and number	Reverend Alison M. Morris 759

School context

St. Paul's Church of England Primary School is a larger than average primary school with 467 pupils aged from 3 to 11. The school is situated on a private housing estate and serves the community of Stockingford. It is both popular and oversubscribed. Most pupils are from White British heritage. Higher proportions of pupils than usual have disability needs or social and emotional difficulties. Links exist with the wider community especially with the church, foundation governors and clergy. The most recent OFSTED inspection in October 2013 was judged 'good.' A new headteacher has been appointed since the previous inspection.

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

- A Christian leadership and vision which is confidently lived out and promoted by all leaders is instrumental in the creation of a distinctively Christian school that is inclusive, welcoming and harmonious.
- Embedded Christian values are seen particularly in the excellent cross curricular links associated with the spiritual, moral, social and personal development of pupils.
- Exemplary pastoral care and intervention strategies that overcome barriers to learning and enable pupils to realise their potential within a safe and stimulating Christian community.

Areas to improve

- Reignite and implement the existing plans for a spiritual reflection garden in the school grounds which will enhance spiritual reflection for all and galvanize the school community through its project management.
- Consolidate the well established monitoring schedules to engage all governors in the process of implementing more rigorous and robust formal systems of monitoring for church school development.
- Foster more partnerships and strategies which will allow pupils to encounter lifestyles with different faith traditions of people that are more religiously and culturally diverse to deepen pupils' understanding of a multi-faith and multi-cultural world.

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

St Paul's is an explicit Christian school which is outstanding in the work it does. It has an exceptional Christian distinctiveness, Anglican character and positive ethos which is immediately apparent. This pervades all aspect of school's life, from visual statements and documentation through to classroom practise. Both the 'aim statement' and 'Values for Life' curriculum' reflects the Christian belief and teaching which are clearly based upon the life of Jesus Christ. Explicit core Christian values shape and support the holistic approach to meet the needs of each pupil. This vision is shared by all stakeholders. Core values, which are rooted in biblical teaching, are also embedded in every part of the school, particularly seen in the exemplary pastoral care and excellent spiritual, moral, social and cultural (SMSC) development. SMSC is exceptionally well promoted in religious education (RE) as well as in high quality spiritual experiences within worship and the classroom. Pupils are treated with dignity and valued as unique individuals to be fully nurtured in this happy, thriving, inclusive Christian environment. Highly effective intervention programmes and excellent SEND provision ensure disadvantaged pupils feel safe and make progress. The introduction of the Forest School has greatly impacted upon the emotional needs of specific pupils to optimise their learning potential. High expectations and aspirations by all staff have a positive influence on pupils' attitudes, behaviour and relationships, ensuring that pupils mature spiritually and personally. Harmonious and enthusiastic staff relationships provide excellent Christian role models which are a strength of the school. As a result, pupils make substantial progress from baseline assessments and achieve standards which are broadly in line with national averages. The floor standards are well met. Pupils are very happy, feel secure and proud of their school. A 'family' ethos enables them to meet new experiences and challenges with an open mind. They are well motivated, enthusiastic and keen to attend because of a creative curriculum and rich learning experiences, such as, projects with the Royal Shakespeare Company. As a result, pupils' attitudes to learning are exemplary and they want to do well. They understand what it means to be a pupil at a church school and make the link to Christian teaching in the bible. One pupil said, 'It helps me to believe in God more'. The school council and charity fundraising, for example, The Dogs Trust encourages responsibility, maturity and team work. RE makes a very significant contribution to the Christian character and SMSC development. It is given a high priority and is well planned. Pupils are excited by RE, such as Inter Faith Week which helps pupils to understand and make links between the beliefs, practices and value systems of the faiths studied. It also fosters a deep respect for Christian values and beliefs. Standards of behaviour are impressive due to effective implementation of 'Good to be Green,' which is underpinned by Christian values. Classrooms have Christian symbols, worship boxes and tables which, when used for reflection and prayer, make a very significant contribution to pupils' spiritual development. For example, one pupil said, 'It felt like God was in the room'. Displays of Christian artefacts and Bible quotes throughout the school and entrance hall express the school's Christian distinctiveness and encourage spiritual development. The school correctly identifies the need to complete the plans to develop the reflection garden to enhance spirituality for all. A relaxed, orderly atmosphere around the school enhances an excellent environment for all pupils needs to be met, for progress and achievement to improve and where differences can be celebrated.

The impact of collective worship on the school community is outstanding

Worshipping is integral to all aspects of school life and pupils recognise the importance and significance of meeting together regularly in God's presence for worship. It has a strong focus on the person of Jesus Christ and the Trinity. Great care is taken to ensure that worship is spiritually nourishing, accessible and inclusive in language. As a result, worship makes an outstanding impact upon reinforcing Christian values. It is distinctively Christian in character, uses biblical material and imagery which is linked to a robust personal, social, and health education scheme and an impressive citizenship programme. It is systematically planned with over arching 'termly' themes such as Incarnation, Salvation and Trinity carefully explored through the liturgical year. This fresh approach is further embedded with half 'termly' themes based on core Christian values which have a clear focus on Christian belief, teachings and festivals. A regular display of Christian values in the hall and accompanying music expertly act as a 'bridge' into the biblical basis of worship. Pupils enjoy worship and are receptive, keen and affirmed throughout. They can speak confidently about Jesus and his teachings. One pupil explained that it 'brings us closer to God and to learn about hope'. Worship is crafted to cater for an inclusive school community and provides meaningful experiences which are appropriate and significant to the pupils' needs, age, development and interests. Additional activities such as 'Jazeb Ministries' and Godly Play offer a wider experience of worship. As a result, attitudes to worship are very good because through its moral messages, it encourages pupils to relate their learning to their own behaviour and life, fostering responsibility and respect. Pupils' behaviour, attitudes and belief are influenced by Christian distinctiveness. They are also encouraged through 'What If Learning....' to reflect on the 'Big Questions' on faith, God and life such as 'Why am I here? Visual images, symbols and lighted candles are used to encourage awe and wonder, whilst 'reflection chairs' and 'worship

walls' around the school encourage deep thinking and questioning on belief and prayer. Pupils are more fully engaged in the ownership of worship through the worship committee and as worship leaders. They are encouraged to use 'Flippin Praise' to plan and lead worship alongside the vicar either through class or school worship. Many pupils are involved in setting up, selecting music, planning and some evaluation through pupil interviews, which provides feedback for development. Very good uses of artefacts in the worship energise pupils' attention and demonstrate the Christian concept of Incarnation. Key Christian festivals are celebrated in St. Paul's Church which reinforces the historic link between the church and school. Substantial links with the vicar, diocese and foundation governors ensure Christian distinctiveness always has a high profile. Specific teaching displays for example 'Awesome Anglicans' and 'Super Saints' enable pupils to have a wider understanding of Anglicanism. A great sense of spirituality is enhanced through engaging activities which are built into the curriculum in addition to acts of collective worship. Prayer is an integral part of school life and spiritual development. Pupils are given time to be still in an atmosphere of peace. Response to prayer is enthusiastic with pupils speaking of how they feel personally when engaging with faith and in prayer life. They also use familiar prayers including The Lord's Prayer, school grace and their school prayer. Appropriate use by pupils of prayer trees demonstrates their understanding of the purpose of prayer and reflection in their own lives. Evaluating the impact of collective worship on pupils to inform future planning is now in place to be developed through the worship committee. The school correctly identifies that this needs to be more formally embedded by foundation governors so that the quality of worship continues to be substantial and of high quality.

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

The experienced new headteacher provides a fresh vision which is rooted in his own personal faith. This is well supported by all staff, governors, and parents and is already recognised by the pupils and in the wider community. Close and effective relationships with the church, clergy, foundation governors and diocese mean that all have a commitment to articulate, live out and promote Christian values in every detail of this inspirational school. All stakeholders understand and ensure that Christ's teaching is at the heart of all they do. Through the substantial and outstanding work of the foundation governors a distinctively Christian difference is made to this school. Governors and staff are committed through policy and practice to the embodiment of Christian distinctiveness. The parish incumbent is a regular visitor nurturing the very close links that exist between church and school. Both chair and foundation governors act as critical friends who are particularly supportive of the strategic drive to improve academic progress. Robust and rigorous systems for monitoring and evaluating the school's impact on pupil achievement are in place. They ensure effective self-evaluation and offer strategic support for school improvement. All staff and governors have an honest and challenging view of the future developmental needs. Insightful succession planning and identified professional development mean staff are given training. This has already impacted positively upon models of leadership across the school. Excellent support and in-service training has made a difference to teachers' personal and spiritual development. Statutory requirements for both RE and collective worship are both met. Both have a high priority and are well led inspirationally with an enthusiasm which radiates through to the staff and pupils. The RE curriculum provides pupils with a deep respect of Christian values and beliefs whilst also developing an understanding of other faiths including, Judaism and Buddhism. School evaluation of RE is excellent, with very good practice in measuring progress and attainment. Pupil knowledge of the Bible and the Christian story is impressive as well as their understanding and awareness of other faiths and cultures. Parents speak of the excellent care and concern shown to their children and the very professional way in which staff work, which enables their children to flourish socially, spiritually and academically. Strong productive relationships between parents and the school are seen in the extensive work of the Parent/Teacher Association. All parents feel valued and have confidence in the school and recognise how Christian faith underpins their child's education. Strong partnerships exist with the diocese, multi-agencies and the wider community which all help to meet pupils' needs. Effective partnerships between the Family Support Worker and parents enhance pupils' learning through working with families to overcome barriers to learning. Parents believe the pupils' academic and personal needs are being met and progress accelerated through learning experiences. For example, pupils participate in Peace Building Project and extra-curriculum activities after school such as Twist 'n' Turn. Pupils have a sense of Christian belonging and identity, and are provided with activities and reflection time to think globally and to be culturally aware of their wider responsibilities through the 'Places of Worship' visiting programme. However, the school acknowledges that further planned activities for pupils to encounter lifestyles with people of different faiths are important for pupils' understanding of a complex society. Current effective strategies include links with Crow Native American Reservation, Montana and through the Comenius Project.

SIAMS report October 2016 St. Pauls CE (Voluntary Controlled) Primary School Stockingford Nuneaton CV10 8NH