



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Staveley Voluntary Controlled Church of England Primary School

Brow Lane,

Staveley,

Kendal,

Cumbria,

LA8 9PH

Diocese: Carlisle

Local authority: Cumbria

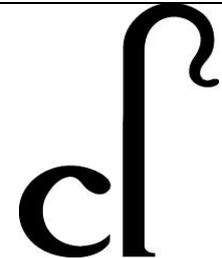
Date of inspection: Wednesday 5th November 2014

Date of last inspection: 18th March 2010

School's unique reference number: 112264

Headteacher: Mr. Mike Prince

Inspector's name and number: Mrs. Anne B. Woodcock 445



Diocese of Carlisle
Growing Disciples

School context

The school serves the mixed socio-economic communities of Staveley, Kentmere, Crook and lngs in South Cumbria. The vast majority of the 117 pupils are of white British heritage. The school supports a higher than average number of pupils with additional needs. The number of pupils attracting the pupil premium grant is low. The school benefits from a stable and experienced staff team.

The distinctiveness and effectiveness of Staveley Church of England Primary School as a Church of England school are good

- Excellent nurturing and caring relationships demonstrate the shared understanding of the school's Christian values and character.
- Pupils' behaviour and attitudes are excellent. They reflect their understanding of Christian love, trust and respect.
- Substantial and mutually supportive links with the church effectively support pupils' spiritual growth.
- Highly effective use is made of the school's outdoor environment to support learning.

Areas to improve

- Develop a formal system to evaluate collective worship which involves all members of the school community and informs future development planning.
- Provide more regular opportunities for children to plan, lead and evaluate acts of worship for the whole school in order to reflect their understanding.
- Formalise the way in which governors monitor and evaluate the Christian

distinctiveness of the school to ensure that church school issues remain as key features of school improvement planning.

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

Strong and caring relationships, which emanate from a shared understanding of Christian values, support and drive all that is achieved in school. All demonstrate the school's golden rule 'treat others as you want them to treat you.' One parent explained, "It is the school's Christian values, which are embedded throughout, which ensure that my daughter is growing and developing spiritually," Attendance is good because children enjoy learning and working together. "Lessons are interesting and fun, but we work hard so that we learn," explained one pupil. Pupils are well-supported, enabling all, including those with additional needs, to make good progress. Standards of achievement are good. The family system, in which children of all ages work together on special projects, reflects the school's inclusive nature and promotes Christian care and love. Very effective use is made of the extensive outdoor learning facilities. 'Muddy Mondays' and forest school activities provide regular opportunities for children to collaborate and share ideas within a natural environment, experience stillness and appreciate the wonders of God's world. Issues such as conservation are important to the children. For example, the youngest pupils noticed some litter in the forest and so instigated a litter pick. Pupils are reflective and thoughtful, expressing their ideas openly within an atmosphere of trust. Religious education (RE) makes a significant contribution to pupils' spiritual, moral, social and cultural development. Children have a growing awareness of and respect for world faiths and cultures. This results from links developed with the world wide church as well as from regular visits to places of worship and other areas in the UK. They explain, "We need to know what not to say and do when we meet people from other faiths." Pupils' responses to their learning experiences are reflected in high quality art and other displays around school.

The impact of collective worship on the school community is good

Collective worship is a valued and integral feature of the daily life of the school. Children enjoy worship saying, "We learn a lot and it helps us to make decisions about what we know and believe." Worship is firmly based on Christian values and festivals. Through a consistent focus on Bible teaching, pupils have a growing understanding of the person of Jesus. They talk knowledgeably about parables and are able to link these to their own behaviour. Children are engaged in worship, saying that they particularly enjoy acting out Bible stories, writing and saying prayers and reading. They are respectful and thoughtful, recognising that collective worship is inclusive. They explain, "It is OK for those who don't believe in God." Collective worship is well-led by staff and visitors. The vicar is highly supportive, delivering worship regularly both in school and in church. The church is used for special services such as Harvest and Christmas. Parents value these services and attend in considerable numbers. Prayer is a key feature of the worship life of the school. Pupils write and use their own prayers which can be seen in books and displays around the school. Children are increasingly reflective, valuing the time to be still. They make good use of the outdoor prayer spaces and the classroom worship areas. Although pupils frequently take responsibility for aspects of class worship, they do not have regular opportunities to plan and lead worship for the whole school. Worship is monitored informally by staff and governors and children occasionally review an act of worship. Although this has resulted in some developments by, for example, increasing the levels of pupil participation in worship, the system should be formalised to include all members of the school community and focus more clearly on impact.

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

Christian values underpin all aspects of school life. Leaders ensure that the school's Christian character is demonstrated through supportive relationships and a focus on their commitment to the development of the individual. One parent commented, "The headteacher and

governors have a clear direction and vision for the school.” Governors provide challenge and support. Issues from the previous inspection have been addressed and have made a significant contribution to school improvement. Through the review of the ethos and mission statements, governors engaged members of the school community and gained an in-depth view of the school’s Christian distinctiveness and effectiveness. They monitor the curriculum, ensuring that RE and collective worship are well-managed and make a significant contribution to the school’s distinctiveness. However, at present self-evaluation is recorded informally and the lack of detailed records means that the findings do not always contribute to school improvement planning. This is an area for development. The support provided by the church is considerable and it makes a significant contribution to the spiritual growth of all members of the school community. The church is used to support learning in RE, and events such as Easter Experience provide opportunities for the school and church to work together. Parents are very supportive of the school. They are confident that their children are nurtured and happy and that they grow in confidence and self-esteem because the school recognises all aspects of their development. Children know that their opinions are valued, citing quiet areas and play equipment as being their suggestions. They are proud of their achievements in planning fund raising events for charities such as Children in Need, saying, “We’ve got more than some others and God wants us to share.”

SIAMS report November 2014 Staveley Church of England Primary School, Staveley, Kendal, Cumbria
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