

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Alveston Church of England Voluntary Controlled Primary School

Alveston, Tiddington, Stratford upon Avon, CV37 7BZ

Current SIAMS inspection grade	Outstanding
Diocese	Coventry
Previous SIAMS inspection grade	Outstanding
Local authority	Warwickshire
Date of inspection	25 May 2017
Date of last inspection	July 2012
Type of school and unique reference number	VC Primary 125623
Headteacher	Kryisia Vickery
Inspector's name and number	Alison Woodhouse 777

School context

Alveston Primary School is an averaged sized, semi-rural, school, with 202 pupils on roll. Since the previous inspection, the school has added a new playground, extended field, and a community room which is used both during and out of school hours. The school is set in spacious grounds with access to a large field, enhancing outdoor provision. The school has close links with St. James' Church in Alveston. The school is highly inclusive with the intake coming from a mixture of local backgrounds. There are currently 31 pupils on the SEN register with 13 pupils eligible for the pupil premium funding which is below the national average. Almost all pupils come from White British backgrounds.

The distinctiveness and effectiveness of Alveston as a Church of England school are outstanding

- Leadership at all levels, including the headteacher, governors, religious education (RE) co-ordinator and teachers, have worked together well so that the school's Christian distinctiveness is clearly known and valued.
- Themes in collective worship support the school's core Christian values, such as honesty and justice, resulting in an inclusive, interactive experience which draws upon good links with the local community.
- Prayer has an important and significant place in the life of the school, enabling pupils to reflect and pray at appropriate times.
- The distinctive and palpable Christian character of the school is achieved through explicitly expressed Christian values and nurturing relationships.

Areas to improve

- Increase the reflection spaces within the natural environment of the school grounds to nurture personal spiritual development.
- Advance the work of the collective worship committee in their evaluations in order to incorporate the views of the pupils more often.

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

The ethos and vision at Alveston has established an inclusive, welcoming Christian community built on respect for all people and a valuing of diversity. It is driven by explicit Christian values, such as tolerance and respect embedded in all aspects of school life. The impact of this is that pupils' wellbeing is at the heart of the school ensuring that they have a positive sense of self. They are keen and able to communicate their opinions, resulting in good behaviour in lessons and around school. This is reflected in pupils' remarks. For example, one pupil said 'there are so many opportunities here.' Collegiate teaching, focussing on the whole child and promoting enquiry and creativity, is inspiring and transforming. Sensitive and professional support for children with particular needs ensures full integration and maximises progress. Data indicates sustained improvement and that pupils of all abilities, motivated by aspirational targets and standards, often make outstanding progress. This is a school of happy, hardworking children who enjoy school and say they feel safe. Consequently, attendance is above average and behaviour excellent. Spiritual, moral, social and cultural (SMSC) development is very successfully promoted through a concern for every child. Pupils confirm this as one child said, 'teachers make us all feel special and unique,' with another comment being, 'all staff treat us equally and they are supportive to all.' The school successfully promotes respect and mutual understanding whilst retaining appreciation of Christianity as a world-wide church. The understanding of Anglican traditions is supported by the strong links with the local church. This is coupled with work by a Hindu artist using art to depict Christianity and other faiths. This ensures pupils have a high degree of understanding and respect for diversity and other faith communities. Parents speak highly of the school as a church school and the links with the church and vicar. They describe how the links are explicit in the daily life of the school, impacting on the school's values being embedded in the school ethos and culture. One parent referenced the Christian values to behaviour and was encouraged by the fact that this was something their children discussed at home with them. The RE curriculum is intrinsically linked across a wider creative curriculum. Parents talk enthusiastically about discussions relating to RE and worship at home. They comment that issues such as bullying was rare and their children would often refer to Bible stories at home as part of these discussions. Standards in RE are good and the subject supports critical thinking and broader English skills. The Christian character of the school can be seen very clearly in RE and topics relate well to the Personal Social Health Education (PSHE) which contributes significantly to pupil's SMSC development. In order to extend experiences for personal spirituality, the school has already identified increasing outdoor spaces for reflection.

The impact of collective worship on the school community is outstanding

Pupils and adults know that inspirational collective worship is central to the daily life of the school. It is very well-planned and is firmly based on Christian values and festivals and biblical teaching. Pupils enjoy and value their worship experiences, both in school and in church. They particularly enjoy acting out a story and all the occasions given to assist the delivery of worship, through singing and reading. Collective worship takes a variety of forms and is led by visitors as well as members of staff and clergy. The support provided by the local church is exceptional. The vicar is involved in planning worship and he leads worship each week. Links are mutually beneficial. For example, the school choir is involved with the church café at the community centre. This has a positive impact of bringing the school, church and wider community closer together. Singing in school is strongly valued both in and out of worship. The vicar describes the pupils' experience as one of 'a sense of Christian joy' as they join the school in Reception. This is largely attributed to the influence of singing and the value placed upon it. The impact of this, together with their other worship experiences, can be seen in pupils' behaviour, knowledge and positive self-esteem. One pupil explained, 'collective worship makes you a better person as morals from the Bible are taken into our own lives.' Pupils show respect during worship, expressing their joy through enthusiastic singing. Prayer is a key and integral feature of the worship life of the school. Pupils write their own prayers used in the prayer spaces in each classroom and other areas of the school building. Special services, often linked to Anglican traditions, are held in church. These are very well-attended and valued by parents and members of the community who welcome the opportunity to join in worship led by the children. Collective worship is effectively monitored by relevant staff and there is now a collective worship committee involving pupils across the school. Although pupils participate actively in worship, the committee recognise they need more frequent opportunities to evaluate worship. The Trinity can be clearly seen as an intrinsic part of collective worship. Younger pupils have a good understanding of this concept, demonstrating its inherent place in the ethos of the school. For example they could easily articulate their perceptions when asked about the Trinity during whole school worship. Staff involvement in collective worship is seen as central. One staff member described worship as a joyous occasion. As a result, staff are confident to take a moment and reflect at points in the school day, echoing the spirituality running through the school.

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

The headteacher is a passionate leader with a clear vision for the development of the school. It is evident that the twelve Christian values, decided upon by the school community, are lived out on a daily basis in this inclusive school. For example, support staff expressed how the school's distinctive character 'instils respect,' as forgiveness is one of the core values, and has 'a massive heart.' The governors provide an excellent level of support. They have a strategic understanding of their role and are fully engaged in monitoring and evaluating the work of the school. They ensure that church school priorities feature strongly in whole-school development planning. This can be seen in the value placed on collective worship and RE in terms of priority, planning and evaluation. Rigorous and accurate self-evaluation, at all levels, ensures focussed development priorities in a school where enthusiasm for continuous improvement pervades. Continuous improvement is managed through rigorous and honest self-evaluation. The quality of the staff team is very good and there is strong support for roles and responsibilities which ensure consistency of practice so that pupil achievement is good. This is verified by national data over the past three years. Leaders have a very clear understanding of the school's performance and target strategies and academic teaching support to good effect. The work of all staff is outstanding in supporting pupils' emotional and personal needs, enabling special needs pupils to progress as well as others, as barriers to learning are overcome. Succession planning is robust and noticeably impacts on staff job satisfaction. The contribution of parents and governors to extra-curricular activities is very good and indicates how strongly the school and pupils' learning matters. This can be seen as an example in the items of news, shared in newsletters and on the website. The church is held in high esteem by pupils and parents. Services in church enrich pupils' worship experiences and enable the community to celebrate together. Local clergy provide excellent support for the school, both practically and spiritually, and there are close and positive links maintained with the diocese for the training and support network. Staff from the school are participating in the latest diocesan training of 'Understanding Christianity,' the impact of which is clearly displayed in school. Parents are tremendously supportive of the school. They are confident that their children are happy and nurtured within a distinctly Christian environment. This was clearly evident with one parent expressing the impact of this nurture for both pupils past and present by saying 'the pastoral care given to the children currently in their care is exceptional.' Parents speak highly of the care, love and dedication of staff whose passion and expertise they fully appreciate. They feel fully involved in school life and believe their views are taken seriously. Alveston is a successful, cohesive and inclusive part of the community. RE is fully recognised as a core subject and, together with worship, meets the statutory requirements in underpinning the school's Christian distinctiveness. Development issues from the last inspection have been fully met and the potential for continuing outstanding development and the further sharing of good practice is excellent.

SIAMS report May 2017 Alveston, CE VC Primary School, Tiddington, Stratford upon Avon, CV37 7BZ