



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hadfield St. Andrew's (Controlled) Junior School

Hadfield Road
Hadfield
Glossop
Derbyshire
SK13 2DR

Previous SIAS grade: Good

Current inspection grade: Good

Diocese: Derby

Local authority: Derbyshire

Dates of inspection: 30th June 2016

Date of last inspection: 24th May 2011

School's unique reference number: 112869

Head teacher: Ian Crafword

Inspector's name and number: John Clapham 775

School context

St Andrew's is a smaller than average-sized, double-form entry junior school serving the community of Hadfield near Glossop. The school's intake is drawn primarily from within its normal area, with the majority of children transferring directly from Hadfield Infant School. The number of children on roll has increased significantly since the previous inspection, with 215 children taught in 8 classes. Over the past 2 years, the school has appointed a new head teacher, deputy head teacher and senior teacher. There has also been a change in leadership of the core subjects; English and Mathematics and Religious Education. The majority of children are from White British backgrounds and speak English as their first language. The proportions of pupils eligible for the Pupil Premium (those eligible for free school meals or in local authority care) is slightly above the national average. The proportions of disabled pupils and those who have special educational needs are broadly in line with the national average.

The distinctiveness and effectiveness of St Andrew's CE Junior School are good

- St Andrew's is a highly inclusive, caring environment where every child is nurtured to fulfil their potential as a child of God.
- Distinctively Christian values are shared by the whole school community and impact strongly on the spiritual, moral, social and cultural development (SMSC) of each child.
- The school is well led at all levels. School leaders and governors share a clear picture, though astute monitoring, of where the school is as a church school, leading to a rapid rate of progress.
- The school enjoys exceptionally strong partnerships with the parish church, with a high level of support and collaboration that clearly benefits the whole community.

Areas to improve

- Further develop visits, partnerships and learning opportunities to widen children's understanding of Christianity as a diverse multicultural world faith.
- Increase opportunities for children to be involved in planning, leading and more actively participating in collective worship.
- Embed a wide range of higher level skills, including enquiry and questioning, across religious education.

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

The life and work of St Andrew's is underpinned by the Christian character of the school, where all staff participate in and contribute to the school's Christian ethos. Recent activities involving children, parents, staff and governors in identifying, embedding and celebrating shared Christian values means that the impact of Christian values on the lives of children and families is evident across the whole school. This can be seen through the level of care and nurture, though the clear values based focus in each classroom learning environment and through the quality of behaviour and relationships. These distinctively Christian values are now integral to the school's highly inclusive strategies for managing behaviour, with records showing a marked improvement in behaviour across the school. As one child said during inspection, "Our Christian values calm us and help us to treat everyone equally. We show our values without even knowing." A parent observed that, "Our values at St Andrew's are not just lip service, they are engrained in everything and prepare our children for life." Children work and play cooperatively and show genuine care for each other, consistently living out the 'golden rule' of treating others how they would wish to be treated. As a consequence of their desire to live out Christian values, children make a positive contribution to the wider community, showing care and respect for others through a wide range of charity fundraising. Parents are overwhelmingly positive about the school. One parent commented, "Staff treat children with gentleness and compassion far above and beyond what would be expected." The head teacher and his staff are approachable, communicate well with parents and meet the needs of children flexibly. Children know that any issues are dealt with quickly and fairly. As a result they are confident and feel valued. The school's Christian character results in a secure and caring environment where most children are making good or better progress both academically and in terms of their spiritual, moral, social and cultural development. RE makes a significant contribution to the Christian character of the school. Children not only have a good understanding of Christian belief, but through the study of a number of religions, are developing a strong understanding and respect of diverse communities.

The impact of collective worship on the school community is good

Collective worship has a high profile in the life of St Andrew's, and influences the thinking and day to day actions of the whole school community. As a member of the school council noted, "we would be a different school without collective worship." Collective worship is planned to give children a clear understanding of the Old and New Testaments of the Bible, which the children are increasingly able to apply to their own lives. Class worship reinforces the school and class values, giving opportunity to apply these to issues as they arise and promoting the Christian values as central to school life. Prayer is valued and clearly part of the daily rhythm of school, with creative opportunities for prayer and reflection embedded into classroom practice and a well-established expectation that prayer is central to Collective worship. Faithful prayer support from parishioners is a valued contribution. One child noted that, "Prayer is important, because when we give God our time we connect with God. We can tell God how we feel and He listens." Children are developing a good understanding of God as Father, Son and Holy Spirit in worship, following a range of creative approaches that have clearly engaged the children. Children enjoy contributing within collective worship, particularly through drama, but currently have limited responsibility in planning and leading worship. Children are developing a good understanding of the nature of worship, the Christian faith and church traditions and practice. Children and parents value the strong partnership with the church community and are enthusiastic about celebrating special services both at school and church, with strong support for school services in church from both parents and parishioners. There is not yet sufficient opportunity for children to visit churches of differing traditions to widen their understanding of the diversity and richness within the Christian church. Evaluation of collective worship was an area for improvement from the last inspection, and is now a strength. Evaluation involves all groups of children as well as staff and foundation governors, and is supporting the development of worship across school.

The effectiveness of the religious education is good

The profile of Religious Education (RE) across school has been raised significantly, with RE now given the same level of rigor as the core curriculum. The outstanding RE subject leader is proactive in supporting and challenging staff to constantly improve their practice, and has modelled effective teaching of RE across school. RE is well planned, with clear progression. Governors have supported the monitoring of RE, which now has a clear development plan as part of the school improvement planning process. The RE curriculum meets statutory requirements, with the teaching of Christianity given prominence. A schedule of visits to places of worship from other religions is giving children a clear understanding of the beliefs and practices of those from other faiths and an appreciation of diversity. The school now plans to extend this to a range of Christian places of worship to broaden the high quality learning that takes place in the parish church. The school's Christian values are integral to the RE curriculum, giving valuable opportunity for children to apply learning to their lives. As a school councillor commented, "Our values help us to be kind; we learn about compassion in RE and that helps us to be compassionate, so our school values change the way we treat people." In the lessons observed, meditation, stilling and visualisation were used effectively. Children, were encouraged to think deeply, and consequently their responses were highly reflective, thoughtful and perceptive. During one lesson, children's sensitive feelings that arose were dealt with exceptionally well, showing a high level of care and nurture. The quality of teacher questioning was observed to be a particular strength and supports children to express their feelings and beliefs, showing a great deal of tolerance and respect for the feelings and beliefs of others. This level of higher order questioning is not yet embedded across the whole school. Children have ownership of their next steps in learning and take on board advice through consistent marking and feedback to demonstrate progress in subsequent work. Developing assessment systems demonstrate strong attainment and progress in RE that is in line other core curriculum areas. Tasks are well matched to children's needs and provide appropriate challenge.

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

As a result of the strong leadership of the head teacher and his deputy, the whole school community shares a clear Christian vision for St Andrew's and communicates it warmly and effectively. Christian values are shared and understood by everyone involved in the school, and so leaders readily articulate the impact of these values on the whole life of the school. RE is led exceptionally well, and the RE subject leader works closely with the governing body and reports regularly to them. Governors freely give time, encouragement and support in all aspects of school life. They take an active role in supporting the head teacher and senior leaders in school self-evaluation and strategic planning. This was an area for development in the previous inspection and has now been fully addressed. Monitoring and evaluation is well planned strategically, with targeted actions in place to continue to move the school forward. Self-evaluation is accurate and involves the whole staff team, giving staff and governors a clear picture of the strengths as well as areas for development as a school. Strong partnerships exist between school and church, enriching the lives of both. The school is very well supported by church, with a large number of the congregation involved in school. This includes a prayer group, the setting up and running of a breakfast club, 'Sparklers' after school club, 'Easter Experience' workshops and a community week. Parents spoke of church as, "the hub of the community, and a natural extension of the school classrooms." Joint events are exceptionally well attended, and parishioners offer practical support to the work of the school. Parents speak very highly of the school and comment positively on the impact of the Christian character. The professional development of all staff and governors is planned strategically, building up a strong team well placed to take the school on to its next stage of development.

SIAMS report June 2016 St Andrew's C of E Junior School, SK13 2DR