



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Churchfield Church of England Voluntary Controlled Primary School

Sandy Lane
Rugeley
Staffordshire
WS15 2LB

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Lichfield

Local authority: Staffordshire

Date of inspection: 28 January 2016

Date of last inspection: January 2011

School's unique reference number: 124271

Headteacher: Jo Nickolls

Inspector's name and number: Lizzie McWhirter 244

School context

Churchfield is a small primary school, serving the heart of Rugeley. The proportion of pupils receiving pupil premium funding is higher than average. A significant number of children have special educational needs. The headteacher has been in post since April 2013. The parish church of St Augustine's is currently in an interregnum.

The distinctiveness and effectiveness of Churchfield as a Church of England school are good

- The unswerving dedication and Christian commitment of the headteacher and her staff and governors who work hard in serving all the children and their families.
- This inclusive and nurturing family Christian community enables children to grow in self-belief and confidence and achieve well.
- The partnership with St Augustine's Church is valued by everyone.

Areas to improve

- Embed the Christian values recently chosen by the school so that everyone can articulate them and model them in daily life.
- Embed the monitoring of religious education [RE] as part of the foundation governors' cycle of review so as to be better informed of how this contributes to the Christian character of the school.
- Deepen pupils' understanding of Christianity as a worldwide faith and enable them to meet people of other faith to enhance their learning and support their spiritual and cultural development.

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

Churchfield is a nurturing and inclusive Christian family where the wellbeing of all is of great importance. This is because this small primary school is rooted in the Christian faith with an encouragement to 'walk in the light of the Lord'. As such, this mission statement underpins all school life and practice and is reflected in the newly chosen Christian values. The school rightly recognises the need to embed Christian values which are modelled by adults so the whole school community can articulate them. Relationships are good. Attendance has improved. The school attributes this to happy children who want to be in school where they feel secure. In addition, the school's consistent approach to behaviour, aided by meditation and stillness and the use of 'Positive Play' with one to one support for children ensures attendance and the children's subsequent learning continues to be good. This is especially true for those children who are disadvantaged, vulnerable or who have special educational needs. Consequently, all children grow in their self-belief and achieve well, given their low starting points, which are significantly below the national average. The school takes the approach of following Jesus' example as a shepherd gathering all the sheep in to the one fold. This results in good progress for all groups of pupils. Staff value 'all God's children' and ensure all pupils are respected, loved and cared for. Good examples include the use of 'jigsaw' materials, with their focus on feelings, to support pupils' personal, social and health education [PSHE]. Pupils enjoy RE, and say they 'learn more things about God and Jesus' through their RE. They especially enjoy using an enquiry approach which fosters discussion and encourages pupils to reflect on faith and how it relates to their own lives. For example, they ask important questions such as, 'What does eternity mean?' and 'How many different languages are there in faiths?' However, pupils say they would welcome visiting more places of worship and meeting visitors from different faiths in order to deepen their learning and enrich their understanding of diverse communities and cultures. The school has rightly identified this as an area for development. Pupils go on to say they would like to know more about the worldwide Christian faith. For example, to deepen their understanding about Augustine of Canterbury, after whom their parish church is named. The school also recognises this as an area for development. The school environment, both inside and outside, helps to promote pupils' spiritual development. Good examples include the cross on the memorial ground, used for reflection on Armistice Day. Pupils' global awareness is raised through charity fundraising; for example, running 26 laps of the school field to raise money after the earthquake in Nepal.

The impact of collective worship on the school community is good

Collective worship at Churchfield is integral to school life. This is because acts of worship promote Christian values, such as hope, service and perseverance and because worship involves and engages children. There is a focus on prayer and acting out Bible stories, such as the story of Moses. As a result, pupils make connections between the Bible stories and their own lives. For example, they say, 'we learn God has a lot of power in him and that power can make people happy and not sad and help them through their lives'. Prayer takes place throughout the school day. The new school prayer was written by a Year 3 pupil. Parents say that children 'sing and pray at home'. They value attending services at St Augustine's Church. School worship is led by a range of people, notably the Vice Chair of governors who is frequently in school, leading weekly worship; and also the priest-in-charge, during the interregnum at St Augustine's Church. Staff too lead weekly House worship. Pupils' views are gathered to inform future planning. For example, pupils speak highly of worship which takes place in St Augustine's Church as 'it makes a difference, in church it feels like God is around you more'. They also say they would like to be more involved in worship. Pupils praise the Peace Service which took place in church, saying they feel they can speak to God more easily in a peaceful place, such as the church or outdoors. Pupils say they would like more worship outdoors, appreciating God's creation when they 'hear the birds chirping and fire crackling'. Staff also evaluate worship weekly which contributes to future planning for worship. Pupils are growing in their understanding of The Holy Trinity. They speak of God as 'Jesus' Father and Jesus is the Son of God, the Light of the World. They can

also speak about God the Holy Spirit as they explain the symbolism of baptism and new life as they relate how Jesus was baptised by John. They understand the changing colours and the pattern of the church year. However, they are less secure in their knowledge about Ascension and Pentecost, which the school acknowledges.

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

The Christian vision and unswerving dedication of the headteacher in conjunction with the foundation governors ensures that the distinctive Christian character of this school is proudly proclaimed. Governors ensure that every child flourishes in this environment. Consequently, children succeed and achieve well. Pupil progress has been good, with Christian values, such as perseverance, making a difference and also reflected in positive behaviour. Governors work to a robust and rigorous school development plan. However, they have rightly identified that embedding the regular monitoring of RE is key to informing the distinctive Christian character of the school. Senior leaders and governors monitor and evaluate the school's effectiveness, meeting together twice a term. All areas from the previous inspection have been addressed. Foundation governors are optimistic about the future and show a real duty of care towards the headteacher and her staff. They are very aware that the school is on a journey, but really value the difference they can make to the community. Governors are committed to training for all staff and support staff development, in preparation for future leadership in church schools. The deputy head who is the subject leader for RE, is a good example of such training. Worship and RE meet statutory requirements and are well led, managed and resourced. This includes very good support from the diocese, which has benefitted the school immensely. Pupils have a voice through the school council and are encouraged to take on roles and responsibilities. Parents are informed in many ways and receive information in the school newsletters. They are full of praise for the headteacher and her staff who meet their children's needs and 'go the extra mile'. They pay tribute to the fact that their children love school and their teachers, noting how their children's confidence has grown. They attribute this to the Christian values in the school and 'the bond they have with each other. There is no bullying. They sort it out. The teachers are real people with real hearts that genuinely care'. Parents also say that the children look up to every adult in this school community and learn from them. The partnership between church and school is strong. This supports the whole community. Good examples include the church praying for the school as well as Pray, Bake, Read when church members bake cakes for the staff. These church ladies also regularly support reading in the school. This is much appreciated. Good community links also include the choir singing for the elderly, and supporting the local foodbank at Harvest.

SIAMS report January 2016 Churchfield VC Primary, Rugeley, Staffordshire WS15 2LB