



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Michael's Church of England Voluntary Aided Primary School

Hazel Grove
Bedworth
CV12 9DA

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 7th October 2013

Date of last inspection: 15th July 2010

School's unique reference number: 133282

Headteacher: Mr Chris Errington

Inspector's name and number: Mrs Rosemary Privett 321

School context

The school is set near the centre of the town of Bedworth. There are currently 303 pupils on roll. The school forms part of a group of church schools founded by the local benefactor Nicholas Chamberlaine. The percentage of pupils who receive free school meals is above average. Since the last inspection the spacious modern buildings have been extended further to include a foundation stage building and a children's centre. The headteacher has been in post for almost 4 years.

The distinctiveness and effectiveness of St Michael's as a Church of England school are good because of

- The high quality inclusion strategies and pastoral care for all, driven by Christian love and compassion.
- The focused leadership which ensures that Christian values underpin school life and strives for continuous improvement for the good of all.
- The strong and mutually supportive partnership between the school, its nursery and the children's centre.

Areas to improve

- Develop religious education [RE] assessment procedures to enable leaders to track pupil attainment and progress across each unit of work and each of the key stages.
- Develop a robust system for governors to enable them to better evaluate all aspects of the school's distinctive character.

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

The Christian love and care extended to all children make a positive impact on their academic and personal development. The school's mission statement 'together we succeed' is seen by all to echo the Christian teaching of 'perfectly one'. It underpins all the school does and

enables St Michael's to provide a learning environment which is highly inclusive and supports pupils to succeed. Relationships in school are warm, open and respectful. School leaders carefully track the overall attainment and progress of pupils and quickly respond to any underachievement in the core subjects. This is evident in the way the school has responded proactively to a dip in attainment and progress in 2012 results for KS2. The school's core values of forgiveness and a 'fresh start' underpin its approaches to attendance and exclusions and its work with vulnerable individuals. The values also underpin the nurture groups and the work of the special educational needs co-ordinator (SENCO) and inclusion managers who provide a high level of support to pupils and their families. Their work has made a significant contribution to the improving trend in attendance. The progress seen in both the academic achievement and behaviour of these pupils is a testimony to the high quality of teaching and pastoral care and the Christ-like compassion and care given to all. Parents greatly value the work of the inclusion team. They speak highly of the school's chosen Christian values, which include determination, kindness and respect. They say that these values 'start with the youngest children and go through everything.' Colourful posters around the school, drawn by the pupils, link the school's core values with biblical verses. These are a constant reminder of what is important to the school. The school's rewards system is also closely linked to the values. It encourages pupils to persevere, work hard, improve and understand others. School Council members are proud of the choices they make when considering plans for the school's charitable giving. They say that this work helps them to understand how they can serve and support others. The Christian value of service also underpins whole school activities such as the Act of Kindness week. Pupils have exciting experiences and opportunities for reflection through the school's creative curriculum and the forest school. These activities support their spiritual development well. Through active engagement with fellow pupils from other faiths, pupils are developing an appreciation of religious diversity.

The impact of collective worship on the school community is good

Worship holds a place of importance in the life of the school and is well led by the co-ordinator. Pupils enjoy it because themes are relevant and help them to make meaning. In this way it supports their spiritual development. Quality visual presentations also help pupils recognise Christian signs and symbols and support their understanding of the readings they hear. Bible stories are a regular part of worship and stories focusing on the life of Jesus are central to the planning. This, together with prayer, helps them to grow in their understanding of God as Father, Son and Holy Spirit. Many pupils say that they learn 'a lot about God and Jesus in worship'. They are also able to share how the Bible stories they hear, such as The Lost Sheep and the Prodigal Son, encourage them to 'keep on going and forgive people'. Since the last inspection the worship co-ordinator has worked closely with the children's worker to enhance the worship programme and themes are now closely linked to the core Christian values. These are enabling pupils to make links between the values and their biblical roots. There is effective support from the vicar, children's worker and Baptist minister, who are regular and welcome visitors to school. Worship extends beyond the daily act of worship. Pupils participate in prayers at lunchtime and at the end of the day. Some say that they really enjoy writing and sharing their own prayers at these times. Space is also created for prayer and reflection in the weekly 'Time to Shine activities'. During these times in the school chapel, pupils place personal prayers and reflections on the prayer board. Through the celebration of key Christian festivals in the church, pupils are developing an understanding of the cycle of the church year. Pupils lead worship regularly through class worship. They also contribute to the planning of these acts of worship. Pupils also participate in worship with other church schools in the Nicholas Chamberlaine Foundation through events such as the Cross of Nails celebration. In response to the last inspection, collective worship is now monitored and evaluated, but pupils are currently not formally involved in the process.

The effectiveness of the religious education is satisfactory

Pupils enjoy RE and older pupils are able to articulate its importance in helping them to understand what people think and believe. Progress is satisfactory with pupils making at least

comparable progress to that expected nationally. The supportive and caring ethos of the school creates a learning environment where pupils feel included and safe. This gives them the confidence to share ideas and relate what they are learning to their own lives and experiences. Pupils collaborate well, think independently and show respect to teachers and each other. The well-planned lessons encourage pupils to reflect on big and sometimes challenging issues. Since the last inspection, the co-ordinator has worked effectively with staff and governors to introduce a new curriculum which is beginning to have an impact on learning. Pupils' knowledge of Christianity is improving. They now have a better grasp of why Easter, Christmas and Harvest are important festivals for Christians and the meaning behind these celebrations. Year 2 pupils are able to reflect on what Harvest means to Christians through focusing on visual images and discussing what these may teach them about giving thanks and sharing. By the end of Key Stage 2, pupils demonstrate an understanding of the importance of prayer to Christians. Year 6 pupils write moving prayers which demonstrate a mature understanding of the challenges of keeping one's faith in difficult circumstances. Some creative and practical approaches in lessons enable pupils to learn about faiths other than Christianity. Pupils feel RE is important to them as it 'helps you understand what other people do and believe.' Although much of the teaching is good, the inconsistencies in assessment mean that effectiveness of RE is not yet good overall. Some short term assessment of the work of individuals is in place, but there are no systems to provide the school with a clear picture of progress over time. The school has correctly identified the need to develop this area. The quality of marking is also inconsistent. It does not always give pupils an idea of what they need to do to improve their work in RE. Older pupils said that they would like to know how to improve in RE 'just like we do in literacy and numeracy'.

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

Leaders at all levels articulate an explicit Christian vision for the school, which has a positive impact on the well-being of the whole community. The school's core Christian values underpin the life of the school and are lived out in relationships at all levels. A parent said, 'staff are quietly living out the faith. They lead by example'. The needs of the pupils sit at the heart of all the school's planning and decision making. There is very close liaison between the leaders of the school, its nursery and the children's centre and between all the schools in the Nicholas Chamberlaine Foundation. These close and mutually supportive links ensure that the Christian values of the school are shared widely. Leaders have made good use of financial support from the Nicholas Chamberlaine Foundation to employ the children's and families worker, whose work is greatly valued by staff and pupils. Parents speak highly of all that the school does to ensure their children flourish as individuals. They value opportunities to offer feedback on its life and work. The active school council ensures that children's voices are valued and have a positive impact. The headteacher and senior management team have ensured that there are some effective strategies to check on the overall effectiveness of the school. The vicar, who is also the chair of governors, is instrumental in the life and work of the school, fostering positive links with the parish and enabling the school's vision to be shared. Governors are committed to the life and work of the school, and have pastoral links with an individual class. This enables them to follow the progress of the class through the school. Although the governing body has some strategies in place to enable them to monitor the development of the school as a church school, these are less robust and lack strategic direction. Preparation for future Christian leadership is taken seriously, and involves good delegation, teamwork and participation in in-service training such as the diocesan Christian Leadership Course. This has resulted in the school's distinctive character, particularly its values, being more explicit since the last inspection.

SIAMS report October 2013 St Michaels Church of England Voluntary Aided Primary School, Bedworth, CV12 9DA



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church 

SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	St Michael's Bedworth
School Address	Hazel Grove Bedworth, CV12 9DA
Diocese	Coventry
School URN	133282
Date of Inspection	7 th October 2013
NS Inspector's Number	321
Type of Church School	Voluntary Aided
Number of Pupils	303
Phase of Education	Primary
Name of Critical Reader	Lizzie McWhirter
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	Rating 1-4
How distinctive and effective is the school as a Church School?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	2
What is the impact of collective worship on the school community?	2
How effective is the religious education?	3
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirements for collective acts of worship	Yes
The school meets the statutory requirement for religious education	Yes

