



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Adderley Voluntary Controlled Church of England Primary School and Nursery

Adderley
Market Drayton
Shropshire
TF9 3TF

Previous SIAS grade: Good

Current inspection grade: Good

Diocese: Lichfield

Local authority: Shropshire

Date of inspection: 10 March 2016

Date of last inspection: 6 December 2010

School's unique reference number: 123457

Headteacher: Angela Frank

Inspector's name and number: Allyson Taylor 768

School context

Adderley Voluntary Controlled Church of England Primary School and Nursery is a small rural school with 35 learners on roll, taught in two classes. The nursery cares for an additional nine youngsters. Almost all learners are of White British background. The number of children with learning and social needs has risen since the last inspection. The school federated with Moreton Say Church of England Primary School in February 2016. This is now known as the 'AddMore' federation. An executive headteacher and one governing body provide leadership across both schools.

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

- Dedicated, child-centred leadership of the headteacher, staff and governors, which is motivated by Christian principles and ensures all members of the school community are nurtured in their personal lives and learning.
- Exemplary relationships, based on the Christian value of 'koinonia' (community) which result in positive approaches to learning.
- Highly effective worship, supported by the incumbent, which has a powerful impact on spiritual development both during and beyond the school day.

Areas to improve

- Review and refresh the Christian vision and values to inform the next stage in the life of the school in the 'AddMore' federation and so strengthen the existing Anglican foundations.
- Weave the Christian values more explicitly through key documents and the website so that they are more consistently understood as Christian in origin.
- Embed the tracking of progress in religious education (RE) so that this is moderated against other subjects and ensures that topics include Christianity as a diverse world faith.

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

Adderley school provides nurture for all, mirroring the example of Christ. The core Christian value of 'koinonia' is the lifeblood of the school and is consistently lived out in the spirit of respect for all members of the community. The vision is made real through exploration of the 'fruits of the spirit,' such as kindness, gentleness and patience. Adults and learners describe how these values enhance life and learning for all ages. One child said that 'kindness helps us say sorry when we fall out.' Members of staff go the extra mile to ensure the increasing range of learners' needs is met. In discussion, learners find it difficult to link the values to specific examples from the Bible, although they explain how values, like patience, help them when they work in groups. Nevertheless, the chosen Christian values have a positive impact on learners' approaches to learning and to their personal development and well-being. Relationships across all the ages are based on mutual care and show 'koinonia' in action. One member of staff said: 'we are not a small school, we are a big family.' All learners, some of whom have additional needs, feel safe and secure and so tackle challenges in their work with confidence. Consequently, the majority of pupils make expected progress from their individual starting points and most learners achieve test results in line with national averages. Attendance is generally good and when there are concerns, sensitive action supports families and demonstrates the school's commitment to working with parents. The curriculum is enhanced with educational visits, including sporting and cultural events. These result in learners thriving on opportunities beyond their immediate environment. The recent federation has built on long-standing cooperation with Moreton Say. Learners state how much they enjoy making new friends at their partner school. RE helps learners to understand their place in our diverse world. As a result, it makes a good contribution to the spiritual, moral, social and cultural development of learners. While the subject provides experiences of other faiths and backgrounds, learners have a more limited understanding that Christianity is itself a multi-cultural world faith.

The impact of collective worship on the school community is outstanding

Collective worship is the beating heart of the school. It has developed considerably since the last inspection when it was judged 'satisfactory.' The values explored in worship flow out to influence learning and into family life beyond. The time to come together, to reflect and to share thoughts and prayers is cherished by all ages. Worship is firmly based on the Bible and teaching of Jesus. It is very well-planned and led by staff and learners. This is supported by inspirational guidance from the incumbent. His weekly visits to lead worship are a highlight of the week. The school celebrates the main Christian festivals and uses a number of Anglican traditions in daily worship. Learners describe the liturgical colours for the seasons in the Church's calendar. They explain the symbolism of the colours of the worship cloths and those in the heather garden planted to match. Learners know that the candles are used to represent the Christian belief in God as Father, Son and Holy Spirit. Worship themes and values are made relevant to learners' own lives. During worship, all are encouraged to reflect and respond on the theme and share ideas. Learners confidently share their responses and this demonstrates the impact of 'koinonia,' where everyone's contribution matters. Acts of worship, whether in the dedicated worship room, church or the stunning outdoor areas, include times for spiritual development and the search for a deeper meaning in life. As a result of a focus on global issues, learners are eager to support charities and take action in the service of others. Older learners lead worship every week. They express a wish that their younger friends might have opportunities to do so. Prayer and music are integral to worship and enrich the spiritual life of the school. All learners know the Lord's prayer. Other prayers, many written by learners, are used in worship, at lunchtimes and at the end of the day. Reflection spaces, indoors and outdoors, allow learners to think, reflect and express their own thoughts. Learners appreciate the freedom to use these spaces every day. Governors attend worship and gather informal feedback which improves provision. For example, they listened to the views of learners who wanted the nursery children to join worship on a regular basis. Worship supports family life and extends the spirit of community beyond the school day. One parent said: 'I am learning about values from my child. The questions he asks make me think too.'

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

Staff and governors are to be commended for their determination to secure the federation with another church school which has common vision and values. The Christian character of Adderley has been the driving force determining strategic decisions. Challenges over staffing and how the leadership will work across the two schools have been faced with resilience and supported by the spirit of working together. It is clear that the incumbent, who is also chair of the federated governing body, is central to the effectiveness of Adderley as a church school. Leaders have a secure understanding of progress and standards and this determines where improvements are needed. While it is clear that governors know the school well, there are no formal systems in place to ensure they are monitoring the Christian character, RE and worship in order to build on the existing good foundations. Nevertheless, RE is seen as an important subject. The RE coordinator leads with skill and an effervescent enthusiasm. However, new assessment systems and ways of recording pupil progress are being developed in every subject area, but these are at too early a stage for leaders to measure their full impact. The areas for development from the last report have been addressed and governors are mindful that statutory requirements as a church school are met. Staff and governors work in a harmonious team and their delight in their common purpose shines through discussion. Leaders describe how the school's values foster 'openness to learning.' While their shared vision is underpinned by values, these are not consistently or prominently referenced as Christian in origin in policies and other documentation, including the website. Much of the success of the school as a church school is so embedded it is implicit rather than explicit. As leaders say: 'we talk about it, but we don't always write it down.' The school is blessed in the compassion and determination of the headteacher. Partnerships with families are respectful and are of mutual benefit. Parents speak with warmth of the difference the headteacher and all staff make. As one said: 'they are never too busy to listen.' Parents regard the federation as already bearing fruit in terms of extending learning and social opportunities. Links with the local church and diocese are good and have developed further since the last inspection, for example using diocesan support for worship. In creating shared coordinator and leadership roles across the federation, governors are promoting the future leadership of church schools in a way that other schools are likely to follow. As such, Adderley is well poised to 'AddMore' to its extended family of church schools.

SIAMS report March 2016 Adderley VC Church of England Primary School Market DraytonTF9 3TF