



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

Haughton St Giles Church of England (C) Primary School

Prince Avenue

Haughton

Stafford

ST18 9ET

Diocese: Lichfield

Previous SIAMS Grade: Good

Local authority: Staffordshire

Dates of inspection: 28 January 2016

Date of last inspection: 9 September 2010

School's unique reference number: 141783

Head teacher: Tracey Cook

Inspector's name and number: Revd Alison M. Morris 759

School context

St. Giles Church of England Primary Academy is a small rural school which serves the villages in West Staffordshire, primarily Haughton. It is a smaller than average primary academy with 174 pupils. Pupils come from mainly White British heritage with a mixture of social-economic backgrounds. It has close links with the community and with St. Giles's parish. Higher proportions than usual have special educational needs or social and emotional difficulties. The school became an academy as part of the West Stafford Multi -Academy Trust (MAT) in April 2015 which serves 3 primary Church schools in the area.

The distinctiveness and effectiveness of Haughton St. Giles Primary School as a Church of England school are outstanding

- Inspirational leadership from the head teacher, who is instrumental in the creation of an inclusive and harmonious Christian community.
- Exemplary pastoral care based on Christian values with highly effective systems for tracking pupils' progress which enable learning and achievement to flourish.
- Spirituality, within both collective worship and the curriculum, plays a key role in expressing the academy's inclusive Christian character

Areas to improve

- Foster more partnerships and links which will allow pupils to encounter lifestyles within Lichfield diocese that are more religiously and culturally diverse.

- Build upon already existing imagery with even more creative Christian symbolism and artefacts to highlight areas for specific spiritual reflection within the inside and outside school environment.
- Consolidate and continue to strengthen the governance procedures between the federated schools to ensure that foundation governors offer continuity, challenge, and support and share best practice.

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

The Christian character and ethos in the school is immediately apparent and underpins all aspects of the school's life. A clear and explicit Christian approach to teaching and learning has a direct and life changing impact on all pupils and particularly those with deep-seated needs. Effective intervention programmes enriched by creative experiences ensure disadvantaged pupils' attainment is higher than that of similar pupils nationally. Pupils are equally valued as unique individuals who benefit from an exceptionally caring, loving, and supportive environment. Pastoral support is exceptional. This is matched by excellent systems for tracking pupils' progress so that all have the best chance of success. The 'School Families' system, with vertically organised groups, reflects the nature of family and church life and leads to a high level of acceptance that bridges age groups. Personal development and well-being is a whole-school priority. This embraces diversity, promotes respect and encourages a cohesive community which is committed to removing barriers to learning. Excellent attention is given to spiritual moral, social and cultural development, the latter being promoted in religious education (RE) as well as embedded in the school ethos. Spirituality is substantial because the school's Christian character adds an extra dimension to curriculum planning. Harmonious staff relationships are a strength of the school and staff are excellent Christian role models. Christian values such as forgiveness and restorative justice are central to the management of behaviour and attendance. This ensures positive behaviour, and high expectations. This is a well-disciplined school with an effective culture of praise and reward. In spite of the number of challenging pupils, exclusion, absence and punctuality rates remain excellent. Pupils have exemplary attitudes to learning and are keen to attend school. Good pupil progress is made and pupils achieve very well, most reaching good standards of attainment in academic work. They understand what it means to be a pupil at a church school and make the link to Christian teaching in the bible. One pupil said, *'God has given us Jesus so we can talk to him in worship.'* Pupils are happy, have a good sense of self-belief, self-worth. They narrate the Christian story well. The school's fully inclusive approach is much valued by all parents. Pupils participate in the mission of the wider community and worldwide church through fundraising, such as Sport Relief. Self-awareness, understanding and knowledge of other faiths and cultures is enhanced and fostered through the RE curriculum. Belief matters in this school, so teaching and learning in RE are of the highest quality. Focussed displays using Biblical texts in the hall, RE and prayer areas in classrooms, plus artefacts in the foyer, visually express the school's Christian distinctiveness and encourage spiritual awareness. School council members speak of their responsibilities and their contribution to looking after God's world. The school's learning environment is calm and purposeful, promoting an excellent learning climate for all pupils to achieve to their potential.

The impact of collective worship on the school community is outstanding

Worship evokes a sense of gathering of the school community with a strong focus on Jesus, the Trinity, biblical material and Christian teaching. Pupils enjoy worship and are receptive, keen and affirmed throughout. They readily engage in prayer and reflection and sing enthusiastically fostering a distinctive spiritual atmosphere. Daily worship in various forms is inclusive, spiritual, affirming and accessible. This makes a substantial impact and contribution to the life of the school. Addressing a focus for development from the last inspection, a system has been established for

the head teacher, foundation governors and pupils to work together to establish a framework for the cycle of collective worship themes. Worship is now systematically well planned and is presented using a 'Messy Church' approach, rooted in Christian beliefs, teachings and values for life. Pupils are very keen and look forward to leading Christian worship. One pupil said, *'It's good that we worship every day because I don't get to church at the weekend so it's my chance to pray.'* Attitudes to worship are very good. The thematic approach linked to personal, social and health education is also crafted to cater for an inclusive school community and relates to the pupils' own experiences and meets their needs. This fresh approach encompasses some Anglican traditions and practice such as 'Sharing the Peace', and a 'Closing Benediction' which are facilitated by staff to ensure everyone is fully involved. Worship through its spiritual and moral messages, influences pupils' actions and behaviour, creating an excellent learning environment to reflect on their own actions and their impact upon people around them. The 'Peace Garden', which was demolished during building works, will be reinstated to foster spiritual opportunities. Prayer and reflection are integral to daily life and spiritual development. Lit candles and visual images encourage awe and wonder. Pupils respond well to writing prayers for the Prayer Tree and understand their purpose and the impact that prayers have in their lives. One pupil said, *'The Holy Spirit is God in action in our world'*. Key Christian festivals are always celebrated in St. Giles church and links with the clergy, parish and foundation governors are strong. Monitoring and evaluation of collective worship by pupils and governors is now systematic. All pupils have opportunity to lead worship termly and evaluate worship through pupil interviews which provides feedback for development. This continuous and rigorous evaluation has led to new ideas so that the quality of worship which is offered is original and inspirational.

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

As a direct result of the inspirational and determined leadership of the head teacher, a distinctive Christian vision is lived out in every aspect of the school. The head teacher provides clear and consistent direction rooted in her personal faith. All stakeholders understand and ensure that the distinctive Christian values and ethos pervade, and are vital to, the school's vision. Close and effective relationships with the church, clergy, foundation governors and diocese mean that all have a vocation and commitment to articulate, live out and promote. Governors strategically plan a three year vision and their decisions are consistently informed by the school's Christian mission to the community. They believe '*all children make expected or better progress, regardless of starting points*'. Self -evaluation is insightful as skilled and knowledgeable governors know exactly where priorities lie and monitor factors that sustain the Christian character of the school, resource allocation and impact on school improvement. Purposeful and effective systems at every level for monitoring and evaluating the school's impact on pupil achievement are also in place. Through the substantial and outstanding work of the foundation governors a distinctively Christian difference is made to this school. Experienced and energetic leadership by the head teacher has contributed significantly to the success of this school. Identified, strategic professional development strengthens the capacity to plan for the school's future development. The decision to become part of the West Stafford MAT is a key factor in this future, already enhancing the reputation of the school and its status as a Church school. There are now more opportunities to share good teaching and learning, as well as management processes and practices. Strong, purposeful and effective partnerships exist with parents, multi -agencies and the wider community. An example of this is seen in the extensive work of the Parent/ Teacher Association. Parents say that the school is welcoming and supportive to their requests: issues are dealt with efficiently and quickly. Parents believe pupils' academic and personal needs are being met and progress accelerated through enhanced learning experiences and extra-curricular activities. RE teaching, learning and evaluation is very well managed across the school with very good practice in measuring progress. Pupils have a sense of Christian identity, and are provided activities and reflection time to think globally and to be culturally aware of their wider responsibilities within a multi-faith and multi-cultural society. However, further planned opportunities to meet people of other faiths and additional Christian expression is important. Current, effective strategies include links with Lichfield Diocese at 'Open Door' at the cathedral and international links with Ghana.

SIAMS report January 2016 Houghton St Giles Church of England Primary Academy Stafford ST18 9ET