

**Staverton Church of England Voluntary Aided Primary School**

Glebe Lane,  
Staverton,  
Daventry,  
Northamptonshire,  
NN11 6JF

**Diocese: Peterborough**

Local authority: Northamptonshire  
Date of inspection: 13 June 2012  
Date of last inspection: 8 November 2006  
School's unique reference number: 122029  
Headteacher: Lindsey Evans [Acting Headteacher]  
Inspector's name and number: Robert Miller 357

**School context**

The school is much smaller than the average-sized primary school. Of its 94 pupils over two thirds travel from outside the catchment area. All pupils are of White British heritage. An acting headteacher started in January 2012 following the resignation of the previous headteacher. Half the teaching staff and the governing body have changed this academic year. A new school hall has been added since the last inspection.

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

A strong Christian ethos is embedded in the life of this highly regarded Church of England school. Relationships within the school are exemplary and are characterised by Christian care and concern. An enriched curriculum provides opportunities for spiritual development

**Established strengths**

- Pupils enjoy outstanding relationships with each other and the adults in the school, based on Christian principles.
- The school's leaders and governors promote a distinctive Christian vision for the school.
- Worship influences the day to day actions of the school community.

**Focus for development**

- Strengthen the links between the school and the Parochial Church Council [PCC] in order to take the school forward as a church school.
- Enable pupils to become more familiar with Anglican tradition and practice by implementing a Eucharistic service.
- Engage with pupils more when planning acts of collective worship.

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

Staverton is a happy, caring and inclusive school where the staff act as exemplary role models. The relationships with the children are based on Christian principles of mutual trust, love, honesty and understanding, which are mirrored in the school's mission statement. Pupils with learning difficulties and disabilities are well supported, as they seek to fulfil their potential. Children say they are respected, valued and listened to by staff. Pupil behaviour and attitudes to learning are good. Pupils' positive spiritual, moral, social and cultural development arises from the whole ethos of the school and from the commitment shown by each member of staff. Pupils develop an extremely good sense of right and wrong and their responsibilities in society. Moral development in particular is linked with the behaviour policy, which enshrines the need to be good towards one another. They are gaining an increasing insight into other cultures through good teaching of religious education [RE] and by the school gaining the International Award. Visits to and speakers from other faiths' places of worship remains an ongoing focus. These features, together with an inside school environment that contains vivid wall displays and ample Christian symbolism present

opportunities for pupils and staff alike to reflect on their lives. Parents speak highly of their children's Christian upbringing as a result of attending Staverton school. One parent said, "The children are taught Christian values". Another said "The child comes first in this school".

### **The impact of collective worship on the school community is good**

Acts of collective worship, which are an important part of school life, take place in the new hall. This space is converted into a special place by virtue of a Bible on a table, with a candle, large cross overhead on the wall and prayer board situated nearby. This arrangement acts as a focal point for the children and they derive inspiration from it. Great care is taken to ensure that worship takes place in a well-organised and peaceful environment. One pupil said, "Collective worship gets us together to ask the ultimate questions like the meaning of life". Praying at different times of the school day, as well as writing their own prayers, helps children to focus on Christian values and supporting and caring for each other. One pupil said, "I pray each morning before coming to school to ask God to look after us all". They enjoy being able to take part in re-enactments of Gospel stories but as yet do not have the opportunity to be involved in the planning stages of worship. A Eucharist service in the nearby parish church, together with regular sessions devoted to its explanation, to develop pupils' understanding of Anglican traditions and practice, is identified by the school as an area for development. Acts of collective worship make a valuable contribution to pupils' spiritual and moral development, by encouraging them to reflect on the issues that have been discussed in religious education and other curriculum subjects. The vicar is a regular visitor and leads worship in school, as well as carrying out a monitoring role, as a foundation governor.

### **The effectiveness of the religious education is good**

The quality of religious education [RE] is good and pupils make good progress across each key stage. This is an improvement since the last inspection. A knowledgeable subject co-ordinator ensures, through regular monitoring, that standards in the subject continue to improve and that pupils make good progress. The lessons observed were good with effective use of resources, including new technology, which makes a marked contribution to the quality of learning. The introduction of a cross curricular approach is enhancing pupils' experience of RE, inspiring staff and children. Pupils express enthusiasm for RE and are interested in exploring their own beliefs and those of others. One Year 6 pupil described RE as "Having taken on a new meaning with emphasis on better teaching and more visits to other faiths' places of worship". Teachers use a good range of teaching strategies which promote independent learning, experiential approaches and open-ended questioning. Year 1 and 2 pupils responded to the challenges of 'The impact on nature of the work of St. Francis of Assisi' with impressive maturity and good use of vocabulary. Teachers are confident and aim to make RE lively, enjoyable and interesting. The impact of the support and professional development undertaken since the last inspection is evident. Strategies for assessing and recording progress in RE are developing well and the school is in a position to compare standards in RE with those in core subjects such as English. This represents good improvement since the previous inspection. The school is driving up standards in RE, embedding the assessment procedures and continuing the nurturing programme of RE, especially for the younger children. This is ensuring a consistent experience for pupils and the tracking of their progress as they move through the school. Parents say their children come home excited having learnt about another faith and want to share the experience with them. One parent said, "My child came home and gave me a power point presentation on a story from the Old Testament".

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

The high quality of the acting headteacher's leadership contributes to the school's continuous striving for improvement as a church school. She has a personal Christian faith that drives the school forward. The school enjoys strong partnerships with parents and the local community. The acting headteacher together with the chair of governors promote a clear Christian vision by being good role models to the whole school community, by showing their caring manner, which has a positive impact on all concerned. The acting headteacher has secured an excellent team spirit among the staff members. She has established clear systems that inform the school's good self-evaluation. This represents good improvement since the last inspection. Governors enjoy good relationships with the children and acting headteacher. Governors share the Christian vision for the school. However, the PCC

members as well as other stakeholders are not sufficiently involved in the school's evaluation of its distinctive Christian character. The school is aware that if they were, the church profile would be raised still further. The close proximity of the parish church ensures it is a valuable learning resource as well as being used for all the major Christian festivals services, to which the local community and families are invited. Liaison with a school in Nepal as part of the International Schools Award ensures pupils are benefitting from links with the wider world. Parents, speak highly of all that the school does to ensure their children flourish as individuals. The capacity for the school to improve is good.

SIAS report June 2012 Staverton VA Primary school, Daventry, Northamptonshire NN11 6JF