



National Society Statutory Inspection of Anglican Schools Report

Claines C.E. Voluntary Controlled Primary School

Schools Bank, Claines, Worcester. WR3 7RW

Diocese of Worcester

Worcestershire LA

SIAS inspection: 6th October 2006

Previous S23 inspection: December 2000

URN: 116793

Head Teacher: Mrs. Eleanor Sinton

SIAS Inspector: NS 398 Mr Robin Sharples.

Context

Claines C.E. School is situated in a semi-rural area on the edge of Worcester. There are 206 pupils on roll of whom 12% are registered with Special needs. The school has extensive grounds which are being exploited for the development of Forest School. The buildings are attractive and well used in terms of display, the Key Stage 2 classrooms are a little small and the school has plans to extend this accommodation in the near future.

Summary Judgement

In its role as a church school Claines is an outstanding school. The care and nurture of the pupils is excellent in all areas and especially so in the attention to pupils' individual needs whether these are pastoral or academic. The school, under strong leadership, is developing its self-evaluation well and is to be commended for the extent to which the pupils and other stakeholders are involved in this process.

Established strengths

- Warm and thoughtful relationships between the pupils and between pupils and staff;
- Strong, efficient management led by a Head Teacher with a clear vision and well supported by energetic and able Governors;
- The energy and commitment of the school's staff team.

Focus for development

- The enhancement of opportunities for spiritual exploration through seeking positive links between the curriculum and the school's Christian foundation;
- The enriching of the school environment to stimulate the learners' spiritual development.

Claines Primary School, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

The Christian character of the school is a powerful element in its daily life. Children speak warmly of relationships between themselves and with teachers. They are happy in school and speak freely of the importance of, for example, God or prayer in the daily work of the school. The teachers demonstrate a great deal of care for the children, this is demonstrated in particular by their skilful use of touch to reassure and encourage children who feel anxious or distressed.

The staff have worked very hard in recent terms to improve standards throughout the school and this effort is continuing this year in broader terms to include pupils in such initiatives as 'eco-school' and the evaluation and planning of assemblies; this latter work is fulfilling a major part of the recommendations of the previous denominational inspection. The school's awareness of the needs of pupils to experience the life and worship of other faiths and cultures has resulted in a productive set of inter-faith visits and studies in R.E. which have given rise to some well displayed work of high quality. This latter work has had a significant impact on the older pupils who are able to discuss aspects of other faiths with some sensitivity and understanding.

The impact of collective worship on the school community is good.

The school's assemblies are a significant part of the day. The children at Key Stage 1 are especially involved in these acts of worship. The older children regard the assemblies with respect and participate in singing and prayers. However the KS 2 children were keen to talk of improvements as they did not all feel that they were able to make a full contribution. This issue is being addressed through the recent formation of an assembly 'forum' of children coordinated by the parish curate. The children use the term 'assembly' rather more than 'worship' but are well aware that these activities are worshipful and will include such things as prayer and Christian song. The use of assembly (worship) as a context for rewards is very well done indeed, the rewards are placed in an explicit Christian context particularly those given for pupils' sensitivities to each other's needs.

There are close links with the parish church through regular contact with clergy and visits to the church; these too are developing as the school reassesses its Christian context.

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

The Governors and Head Teacher have a realistic understanding of the task of managing the school. They are working with great energy to enhance the children's experience of being at school. Of particular significance in the developments is the inclusion of the learner's views and the involvement of parents through the Parents' Forum. The Governors have streamlined their structure and this reorganisation is improving communication thus speeding up the developments currently in process. The reassessment of the Christian character of the school as noted in the SEF is a good example of the efficiency of the systems. The staff have played a key role and other stakeholders, such as parents through the parents' forum, are being included. The re-writing of the aims of the school is part of a programme to strengthen the Christian character, which for example has enhanced the image of the school as presented in the prospectus and strengthened the Christian context of the school in the minds of all stakeholders. .