CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION

THE NATIONAL SOCIETY

The Methodist Church

National Society Statutory Inspection of Anglican and Methodist Schools Report

Clayton Church of England Voluntary Controlled Primary School

Bradford Road
Clayton
BD14 6DD

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: West Yorkshire and the Dales

Local authority: Bradford

Date of inspection: 9 March 2015

Date of last inspection: March 2010

School's unique reference number: 107308

Headteacher: Jo Kurasinski

Inspector's name and number: Linda Hodson 314

School context

With 493 pupils on roll, Clayton Church of England school is a larger than average primary school with nursery, serving the village of Clayton in West Bradford. Its population reflects the diversity within the local area with nearly one third of pupils coming from minority ethnic backgrounds. The proportion of pupils eligible for free school meals has risen over time to broadly average levels. The percentage of pupils with a statement of special educational has also increased and is now above the national average. The headteacher has led the school since 2011, supported by the current senior leadership team.

The distinctiveness and effectiveness of Clayton Church of England Primary School as a Church of England school are good

- Within a distinctively Christian setting, the school provides inclusive education for all, personalising learning so that the vast majority of pupils achieve well.
- The school's core Christian values of trust, respect and forgiveness permeate daily life and are evidenced in caring relationships and pupils' good behaviour.
- Links with St John's Church are well-established and mutually beneficial.
- Pupils develop an excellent understanding of the purpose of prayer and reflection and contribute confidently and sensitively to prayer throughout the school day.

Areas to improve

- Reduce inconsistencies in pupils' progress across subjects and sustain an improving trend in standards so that the school's effectiveness as a church school is strengthened.
- Ensure that practical activities, discussion and reflection become firmly embedded in religious education (RE) lessons so that independent enquiry is fostered.
- Provide more varied opportunities for pupils to plan and lead worship in school.

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

At Clayton, there is a very genuine commitment to develop "the whole child", within a loving and supportive environment, underpinned by Christian values. This is clearly expressed in the school's mission statement "Learning our way forward together with God's Love". Leaders are reflective and draw on best practice to bring about improvements in teaching and learning. They track pupils' progress carefully and ensure that those who have additional needs are well supported. The impact is evident in an upward trend in pupils' academic achievement, although some inconsistencies between subjects remain. Leaders equally value pupils' wider achievements and these are regularly rewarded and celebrated. The school's core Christian values of trust, forgiveness and respect are firmly embedded in every aspect of school life, resulting in a safe and nurturing environment for learning. The impact of this is particularly evident in the caring and compassionate relationships between members of the school community and in the good behaviour of the children. Parents value the pastoral care provided by the school and speak highly of the contribution of the learning mentor who provides emotional support for children and their families. This work, together with initiatives such as the breakfast club, contributes to higher levels of attendance and ensures that exclusions are extremely rare. Pupils have positive attitudes to learning and demonstrate a lively interest in the world around them. The school's varied curriculum, and particularly its provision for religious education, reinforces understanding of the school's distinctive Christian character and makes a good contribution to pupils' spiritual, moral, social and cultural development. Global and cultural aspects of learning are better supported than at the last inspection, with good use being made of the school's link with the Interfaith Centre in Bradford. By the end of Y6 pupils have a good understanding of diversity and difference within the world they live in and are developing as responsible citizens.

The impact of collective worship on the school community is good

Collective worship is a valued and important part of the school day which impacts positively on the lives of all those attending. Care is taken to ensure that acts of worship are distinctively Christian, whilst being fully inclusive and accessible to all. Consistency of approach amongst leaders is fostered through the use of a common planning format. Individual acts of worship are well planned and support understanding of Anglican tradition and practice through the inclusion of use of greetings, responses, symbolism and prayers. Pupils are willing participants and respond enthusiastically, particularly through their singing. The use of prayer, both within worship and across the school day is extremely well developed, with pupils routinely contributing their own extempore prayers or writing prayers. They therefore develop an excellent understanding of the nature and purpose of prayer and reflection. The worship programme broadly follows the cycle of the Anglican liturgical year and incorporates opportunities for the school's core Christian values to be routinely explored within the context of Bible teaching. Increasingly, pupils make connections between the stories they hear and their own words and actions. For example, they know that the parable of the Prodigal Son teaches them to forgive those who have made mistakes. They also develop genuine concern for others and the world they live in and demonstrate this through their support for fundraising appeals such as Comic Relief. Local clergy contribute to the leadership of worship each week and are well known in the school. Major Christian festivals are celebrated in St John's Church which furthers pupils' understanding of key events in the life of Jesus Christ and his importance within the Christian faith. They encounter God as Father, Son and Holy Spirit within worship, with the significance of this being expanded upon within RE. Systems for monitoring and evaluating collective worship have been strengthened since the last inspection and these now routinely include seeking the views of pupils, parents and staff. Leaders and governors act on their findings to strengthen the school's provision. For example, they recognise that opportunities for pupils to plan and lead worship are limited and are looking at ways to extend these.

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

The school's leaders and governors share and promote a vision for the school, based on distinctively Christian values. This is clearly expressed in the school's mission statement and understood by all within the school community. The very effective leadership provided by the school's senior leaders and the regular involvement and commitment of foundation governors has maintained the strengths that were apparent at the last inspection and have ensured that areas for development have been fully addressed. Good systems for monitoring and evaluation are now in place, so that action plans are well targeted and lead to improvement. The school's core values of respect, forgiveness and trust are securely embedded in all aspects of school life and underpin key policies. These are reflected in the caring approach of a dedicated staff team, who ensure that children's individual needs are well met. As a result, academic standards are rising and rates of progress are improving, particularly for disadvantaged pupils. Whilst standards are not yet sufficiently high enough for the school's overall effectiveness to be judged as outstanding it is clear that the impact of the school's provision on pupil's moral and spiritual development is particularly strong. Governors ensure that the arrangements for collective worship and RE meet statutory requirements and that staff receive appropriate training to maintain quality provision and support them in leadership roles. For example, advice from an external adviser enabled the RE leader to develop new units of work and introduce more creative approaches in RE teaching. Children's work confirms the early impact of this work which now needs to be built upon. Governors also draw on the advice and support provided through the diocese to ensure they are well informed. The headteacher has been proactive in developing links with other local schools and particularly with church schools, which enable the school to share expertise and best practice. The partnership with St John's Church is mutually supportive and is enhanced through the regular involvement of some members of staff in church life. The school particularly benefits from church involvement in activities such as Club 316 and before and after school clubs, in addition to clergy support for collective worship. Parents welcome the links between school and church and are overwhelmingly supportive of the school. They value the impact that the school has on their children's personal development and well-being, stating that children leave the school as confident learners, well equipped for the next stage in their education.

SIAMS report March 2015 Clayton Church of England VC Primary School, Bradford, BD14 6DD