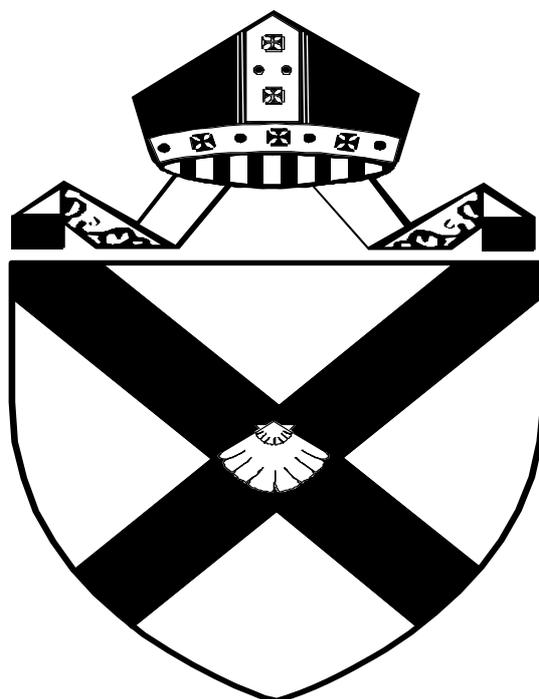


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2012



**St. Margaret's at Troy Town Church of England
Primary School**

King Street, Rochester, Kent ME1 1YF

Voluntary Controlled

Medway LA

Unique Reference No: 118708

Head Teacher: Jennifer Faik

Chair of governors: Rachel Kerr

Incumbent: Rev. Gary Colville

Inspector: Jan Thompson No 92

Inspection: 3 February 2012

National Society Statutory Inspection of Anglican Schools Report

St Margaret's at Troy Town Voluntary Controlled CE Primary School

King Street, Rochester, Kent ME1 1YF

Diocese: Rochester

Local authority: Medway

Dates of inspection: 3 February 2012

Date of last inspection: 31 March 2009

School's unique reference number: 118708

Headteacher: Jennifer Faik

Inspector's name and number: Jan Thompson No 92

School context

St. Margaret's at Troy Town is a Voluntary Controlled Church of England Primary School in Rochester with 237 pupils on roll, including pupils in a new Nursery/Reception unit. The number of pupils with statements for special educational needs and requiring special support is above average, as is the percentage of pupils with English as an additional language. Pupils are mainly White British, with 25% from ethnic minorities, mostly Asian or Asian British. There are about 9 per cent of pupils from worshipping Christian families and 19 per cent from other faiths. Standards on entry are below average and are broadly average by the end of Year 6. Ofsted judged the school to be satisfactory with good behaviour and excellent spiritual, moral, social and cultural development. It commented on its 'caring Christian ethos'.

The distinctiveness and effectiveness of St Margaret's at Troy Town CE Primary School as a Church of England school are outstanding.

St. Margaret's at Troy Town Church of England Primary school has made good progress since its last inspection and maintained its outstanding church school status.

Established strengths

- The celebration of Christianity within a multi-faith community.
- The contribution of Religious Education (RE) to pupils' spiritual, moral, social and cultural development.
- The use of the environment for pupils' spiritual development.

Focus for development

- The governing body should regularly review its Christian vision and values and clarify in public documentation how it is distinctive as a church school.

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

St. Margaret's at Troy Town has identified its key Christian values as kindness, gentleness and self control. These are interpreted as Golden Rules for the pupils and are reinforced throughout the school day, resulting in very good behaviour and excellent relationships. Collective Worship also supports these values by relating them to the Bible. One pupil said of worship, 'It makes me act kinder and think more.' Another said, 'When you pray, you don't always think of yourself. It helps you to think about others before yourself.' RE also has a significant impact on pupils' spiritual and moral development, because it places emphasis on relating the religious content to pupils' own lives. One parent said that his/her child was very enthusiastic about RE and asked deep questions as a result of these lessons. The school celebrates Christianity in a multi-faith community and is welcoming to families of other faiths. Pupils appreciate the importance of learning about other people's religions in RE. The school is also aware of global citizenship, and pupils regularly pray for issues in the world news. The school environment supports pupils' spiritual development very well, with attractive displays in the hall and interactive prayer corners in every classroom, which are well used by pupils. A spiritual garden has been developed recently to commemorate a member of staff who died. Pupils helped to plan it and explained how they value it as a peaceful place to sit with their friends or to think and pray.

The impact of Collective Worship on the school community is outstanding.

Pupils enjoy Collective Worship and participate very well. They write and lead the prayers each day and almost half the pupils from Years 5 and 6 have volunteered to take part in a new leadership scheme for Collective Worship. All pupils attend daily Collective Worship, irrespective of their religious backgrounds. They like the 'peaceful' times for silent reflection. For instance, a pupil said, 'I think worship makes me calm and helps me to reflect on things that happen in my life.' All pupils join in well with the joyful singing, accompanied on the piano. One said, 'God can talk to you through songs.' Pupils learn to sign to the religious songs, and one explained, 'It's good because you can praise God in two ways.' Further evidence of the impact of Collective Worship on pupils' spiritual development came from a parent who commented that 'as a result of school worship, my daughter has decided to be Christened this year.' Pupils become familiar with a range of Anglican traditions and practices. They benefit from the ministry of the clergy from both churches in the parish and from the close proximity of Rochester Cathedral, where Years 2 and 3 attend the annual Lenten Pilgrimage. Last year, pupils enjoyed exploring Harvest and Pentecost through interactive prayer stations set up in and around the school. Other major Christian festivals are celebrated in church. Daily Collective Worship is based on a scheme from Canterbury Diocese that follows the Church calendar and uses the Bible and some Anglican prayers, including responses. The school has recently focused on the meaning of the Lord's Prayer. High quality worship is central to school life. It is well planned and prepared and has recently benefited from investment in a large screen and projection system.

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

The governing body has addressed the two issues from the last inspection. The self-evaluation process is well established and now includes all stakeholders, with some useful information gained through parent and pupil questionnaires. However, the prospectus and website do not yet make clear enough the distinctive Christian values of the school, and the governing body does not engage in regular reviews of these values. RE is well led and now benefits from the detailed lesson planning in the Diocesan scheme, which has been adapted to comply with the Medway Agreed Syllabus. This enables assessment to be made against the national RE level descriptors, as recommended in the last report. The school gives good support to the professional and spiritual development of its staff and governors. Of particular note was a Staff Development Day on spiritual development at the end of Summer 2010. Another such day is planned for this year. Also, the deputy headteacher has joined the Diocesan training course for aspiring church school headteachers. There are excellent community links. Although the curate has moved on since the last inspection, the clergy from St Peter's and St Margaret's Churches are Foundation Governors and frequently lead acts of Collective Worship in school. The headteacher has for some time been a valued member of the Rochester Diocesan Board of Education. Relationships with leaders of other local faith communities are also very good and the headteacher has been involved in some of their projects. Many parents choose the school because it is a church school and value its ethos and Christian teaching. The school has recently gained a Sure Start Children's Centre and has given it the rainbow symbol from the Bible, to signify hope and trust in God.