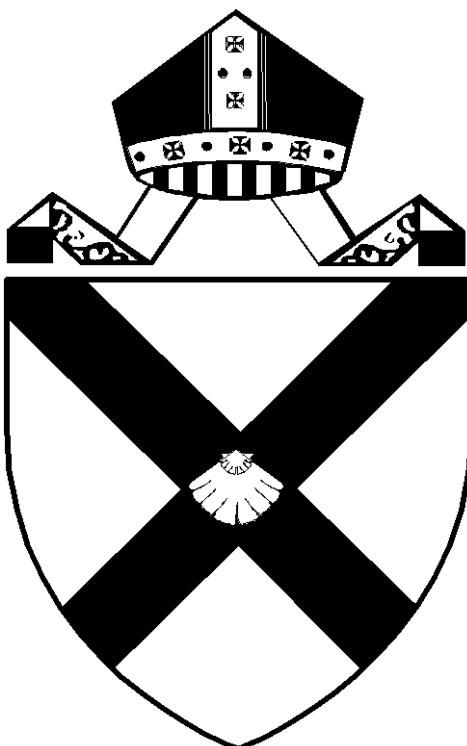


STATUTORY INSPECTION of ANGLICAN SCHOOLS

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2012



St. Paul's Cray Church of England Primary School

Voluntary Controlled

Buttermere Road, St Paul's Cray, Orpington, Kent

BR5 3WD

Unique Reference No: 101647
Kent LA

Head Teacher: Wendy Macallister

Chair of Governors: Sandrine Probst

Incumbent: Interregnum

Inspector: Anne-Marie Trustram (NS 635)

Inspection: 19 March 2012

National Society Statutory Inspection of Anglican Schools Report

St. Paul's Cray Voluntary Controlled CE Primary School

Buttermere Road, St Paul's Cray, Orpington, Kent BR5 3WD

Diocese: Rochester

Local authority: Kent

Dates of inspection: 19 March 2012

Date of last inspection: 1 July 2009

School's unique reference number: 101647

Headteacher: Wendy Macallister

Inspector's name and number: Anne-Marie Trustram No 635

School context

St. Paul's Cray Voluntary Controlled Church of England Primary School is an average sized primary school with a maintained nursery. Half the pupils come from minority backgrounds and half are from White British backgrounds. Very few are from church-going families. There is a high mobility rate amongst its pupils. OfSTED judged the school to be satisfactory overall, 'with a strong culture of respect and trust'.

The distinctiveness and effectiveness of St. Paul's Cray CE Primary School as a Church of England school are good.

St. Paul's Cray Church of England Primary School has made good progress since the last inspection, especially with the development of Religious Education and the school environment. It is a good church school with some areas of outstanding practice. The school provides a Christian environment where all pupils are learning to grow in confidence about the impact of the Christian faith on their lives. The school's motto 'We work with God's love' exemplifies the vision for the school.

Established strengths

- The Christian leadership of the headteacher and her commitment to the school, the church and the local community
- The inclusive policy of the school which ensures that every child is made to feel special and valued as a unique child of God
- The positive attitude to collective worship where pupils are given opportunities to be reflective and develop their own spirituality
- The way in which the school's Christian ethos impacts on pupils' lives

Focus for development

- To develop an outside area for quiet reflection
- To enrich pupils' experience of collective worship by engaging with a variety of visiting speakers
- To articulate the school's distinctive Christian character in its documentation, clarifying the Christian basis of its core values and linking these with the Mission Statement.

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

St. Paul's Cray Church of England Primary School radiates a positive Christian ethos where Christian values are evident in the daily lives of pupils. This results in good behaviour and relationships throughout the school, thus promoting spiritual, moral, social and cultural development in all pupils. Parents say, 'Children care for one another. They treat each other the way God would want someone to be treated.' RE makes a good contribution to pupils' spiritual development. In one lesson observed in Key Stage 1, pupils demonstrated a wide knowledge of different Bible stories. Some of the younger pupils can articulate the spiritual nurturing that the school exemplifies. For example, one pupil said, 'God is helping us with our work. When we do anything around the school, He is there with

us.' The Christian character of the school impacts significantly on pupils' lives. The school behaviour policy and golden rules are intrinsically linked to forgiveness. As a result there are virtually no incidents of bullying or exclusions. The school celebrates its cultural diversity by contributing to Africa Week and Black History month. Further links are being forged through correspondence with Anglican schools in the Lebanon. One member of staff has visited the country to raise the profile of the school's work. The school's inclusive policy makes reference to the fact that 'all pupils are equal and loved and valued by God.' Pupils are beginning to experience the concept of restorative justice as they learn to resolve minor conflicts independently, although they realise that sometimes they may need adult support. Pupils in Year 6 are encouraged to develop independence and to meet challenge, for example by organising a Go-Givers-Make a Difference Challenge to raise money in the local community for their chosen charity. The school environment with its interactive prayer areas in the classrooms and common areas makes a valuable contribution to the spiritual development of the pupils. They stimulate a reflective and prayerful response from pupils.

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

Collective worship gives pupils the opportunity to reflect on their relationship with God. They enjoy worship and they speak with enthusiasm about opportunities they have had to take part in drama related activities. At their request, they enter and leave worship singing songs. In one act of worship seen, pupils in Year 6 presented an imaginative modern version of the Parable of the Sower which they had written, with the help of a member of the governing body. Pupils feel affirmed by worship and they value the times of reflection when they can think about their own relationship with God. One pupil said, 'I love learning about God because He's special and all of us are special'. They contribute their own prayers to the prayer box. These are subsequently offered to God as part of school worship. Their own self worth is quite palpable. In this multi cultural school, one pupil, said, 'We're all special and it doesn't matter about our appearance.' Acts of worship are co-ordinated by the headteacher using the Canterbury Diocesan Scheme for Worship. They are evaluated by different members of the school community, including pupils, staff and governors. The evaluations are then used to inform future planning. The school recognises that pupils' experience of worship would be enriched by engaging the support of a wider variety of visitors to lead worship. Prayers are said at mealtimes and at the end of the day. Worship is made demonstrably Anglican by the use of Anglican responses and Christian artefacts including a lighted candle and a wooden cross. The school regularly attends the Church Schools Festival at Rochester Cathedral, where pupils take part in a Eucharist service.

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

The governing body has addressed the issues from the last inspection. There are now interactive displays in all classrooms and around the school. The school recognises that this good practice can be extended by creating an area for quiet reflection alongside the playground. The new RE subject leader has implemented significant improvements to assessment procedures and tracking pupil progress is firmly embedded across the school. Implicit Christian values underpin the strong Christian ethos of the school, which is due to the enthusiasm and inspirational Christian leadership of the headteacher and her staff, together with the empowering support of the governing body. The head teacher is well respected in the diocese as a mentor for new heads of church schools. Members of the school community are aware of the way in which the school's Christian values impact on behaviour and attitudes across the school but they do not clearly articulate what makes them distinctively Christian. The distinctive Christian values of the school of Forgiveness, Compassion, Trust, Friendship, Thankfulness and Hope are not yet made explicit to all stakeholders within the school's Mission Statement. In discussion with a range of stakeholders, it is evident that there is a clear understanding that St. Paul's Cray is a Church of England School. The previous incumbent's presence in the school was greatly valued by all members of the community. After a long period without a vicar, a new incumbent has been appointed and the school looks forward to continuing the strong links with the parish church. School leaders and governors ensure that all stakeholders contribute to regular self evaluation that informs development planning. This includes questionnaires to parents and pupils. The governors acknowledge that in a rapidly changing education system, it will be crucial for them to assert and preserve the Anglican status of the school.