

National Society Statutory Inspection of Anglican Schools Report

Temple Grafton Church of England Voluntary Controlled Primary School

Church Bank,
Temple Grafton,
Warwickshire
B49 6NU

Diocese: Coventry

Local authority: Warwickshire
Date of inspection: 12 December 2011
Date of last inspection: 1 March 2007
School's unique reference number: 125647
Headteacher: Susan Molloy
Inspector's name and number: Robert Miller 357

School context

This small primary school is in a rural location close to Alcester. Virtually all of its 99 pupils are of White British origin and the vast majority live within the catchment area. The headteacher, a practising Christian, has been in post since 2005. Since the last inspection the outside play area has been developed and considerable indoor re-furbishment has taken place.

The distinctiveness and effectiveness of Temple Grafton as a Church of England school are good

Temple Grafton has a well established Christian character which is supported and fostered by all members of the school community. Every pupil is highly valued and treated as a unique individual. The Christian ethos permeates the life of the school and the attitudes of staff. The school has a clear vision and sense of purpose about its role and provides a secure Christian foundation within the school and community it serves.

Established strengths

- The excellent manner in which the Christian values impact on learners.
- The school environment which supports the spiritual development of pupils.
- The distinctive Christian vision promoted by the headteacher and governors.

Focus for development

- Include in the school development plan a priority around the distinctive Christian character and church school status.
- Consider a period of reflection during every act of collective worship.
- Strengthen the links between the school and the Parochial Church Council [PCC] in taking the school forward as a church school.

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

Temple Grafton 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. Pupils with learning difficulties and disabilities are cared for and supported, as they seek to fulfil their potential. Children say they are respected, valued and listened to by staff. 'Believe and Achieve' is the school motto designed by the pupils themselves and consistent with the school's recently revised mission statement which clearly puts Christianity at the heart of school life. Pupil behaviour and attitudes to learning are good and sometimes outstanding. Pupils' excellent 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. They are gaining an increasing insight into other cultures through receiving visitors from other faiths and the good teaching of religious education [RE]. These features, together

with an outdoor school environment that contains a reflection area, and an indoor that has high quality wall displays and Christian symbolism, present opportunities for pupils to reflect on their lives, what it means to be a pupil in a church school, the wider world and spirituality. This represents outstanding improvement since the last inspection. Parents speak highly of their children's personal development as a result of attending Temple Grafton school. One parent said, *'Children get a very good deal here by learning how to be a Christian. They take this into secondary school where they are very confident'*.

The impact of collective worship on the school community is good

Collective worship is central to the life of the school and is very inclusive. It is well planned, involves the older pupils, with themes linked to the Christian calendar or to the curriculum. Collective worship and the RE curriculum are strongly linked so there is much evidence of the spiritual development of the learners being deepened through work in the classroom and collective worship. The incumbent who is a frequent visitor has begun to teach the younger children the meaning behind the Lord's Prayer in age appropriate language. Visits to the parish church as a learning resource is helping to widen pupil's knowledge of Anglican tradition and practice. Visits from the 'Open the Book' team and a Methodist minister are helping pupils develop their knowledge of the Bible and of other Christian denominations respectively. The policy for collective worship has been recently revised and updated. The school has identified the need for more involvement from pupils at the planning stages of worship. Pupils welcome the opportunity to take part in drama or storytelling, particularly when parents are invited into school as observers. One child said *'Worship teaches you to think about our Golden Rules like being kind to one another'*. Staff participate regularly in collective worship, supporting the learners, singing and praying with them. However there is not always the opportunity given to pupils to reflect on the theme of the day at the end of worship and before the final collect. A table with a lighted candle, together with an affixed wall cross, act as the focal point and transforms the hall into a special place for the purpose. Worship is regularly monitored and evaluated by governors in the school and this represents good improvement since the last inspection.

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

The headteacher, strongly supported by the governors provide good leadership, based on clear Christian principles, and promote a clear Christian vision for the school. Parents and pupils and parents alike share this vision but have as yet to be surveyed for their views in an effort to raise the Church of England profile still further. This strong distinctive Christian vision is fully supported by all staff and is explicit in all aspects of school life, creating many opportunities for the pupils to observe excellent role models living the Christian life in practice. Since the last inspection there has been insufficient progress in formalising their self-evaluation arrangements. However, the school leaders and governors remain a consultative body, and are identifying the main areas for monitoring Temple Grafton as a church school, in an effort to maximise the impact of any outcomes. For example the excellent school brochure makes it clear to parents that they are sending their child to a Church of England school where Christianity is at its core. There is, however, no reference in the well-informed school development plan to a priority involving the evaluation of the distinctive Christian character of Temple Grafton as a Church of England school. There are close links with the parish church and its incumbent. The vicar takes an active role in the school life and is a regular visitor. There are good links with individual members of the PCC but corporately, utilising their strengths and skills in taking the school forward as a church school, their roles remain underdeveloped. The enlistment of diocesan support for staff and governor training is ensuring that the school remains clearly focused on monitoring Temple Grafton as a church school. Regular personal and collective communication allows opportunities for parents to fully support their children's learning, including religious education. This friendly open door policy is appreciated by all parents. The capacity to sustain improvement is good.