



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church 

SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	Deanery Church of England Primary School
School Address	14 Fox Hollies Road, Sutton Coldfield, B76 8RD
Diocese	Birmingham
School URN	137155
Date of Inspection	20 March 2014
NS Inspector's Number	602
Type of Church School	Academy (VA)
Number of Pupils	460
Phase of Education	Primary
Name of Critical Reader	Jill Stolberg
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	Rating 1 - 4
How distinctive and effective is the school as a Church School?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirements for collective acts of worship	Yes
The school meets the statutory requirement for religious education	Yes



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The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Deanery Church of England Primary School

14 Fox Hollies Road, Sutton Coldfield B76 8RD

Diocese: Birmingham

Local authority: Birmingham

Date of inspection: 20 March 2014

Date of last inspection: 9th October 2008

School's unique reference number: 137155

Headteacher: Sally Yates

Inspector's name and number: Ian Carnell 602

School context

Deanery Primary School is a converter academy and 2-form entry Church of England primary school. It was built in 1980 for all the Church of England churches within the Deanery of Sutton Coldfield comprising 12 parish churches. This results in a higher than typical number of Christian families applying for places. The school is oversubscribed and its pupils are predominantly white. The school also runs a large nursery and a pre-school for rising 3's. Members of the school management team and governors are involved in assisting and supporting another CE Primary School at the invitation of the diocese.

The distinctiveness and effectiveness of Deanery Primary as a Church of England school are outstanding

- The explicit Christian ethos of embedded spiritual values, based on a foundation of prayer and praise, seen throughout school life, exemplified through high quality displays of pupil work.
- The clear and strong leadership and vision of the head teacher, well supported by the senior leaders and governors, of a team committed to a most successful and meaningful Christian learning environment.
- The high quality of religious education and collective worship inspired by an expert, committed leader whose passion and expertise enthuses the whole staff.
- The exemplary behaviour, enthusiasm and positive attitude of the pupils, based on a secure understanding of Christian values.

Areas to improve

- Building on the school's strong multi-cultural and multi-faith approach, enable pupils to gain first-hand experiences of cultural and faith diversity.
- Embed systematic approaches by governors to monitor and evaluate the school as a church school.

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

"I have worked at other excellent schools but none that embrace Christianity with such openness and commitment," states one of the teachers and this is so true of this remarkable school. Christian values are embedded into its life and work and explicitly expressed in all public documents, including the well-structured website, and clearly understood and practised by all members of the school family. These values create an ethos that enables pupils to achieve academic standards and progress that are above national expectations. OFSTED reports, 'Pupils make excellent progress in their learning in all subjects and their achievement is outstanding'. At all key stages, results in 2013 were significantly above the national average points' scores. Children, from all faiths, are confident to talk about their beliefs, expressing their thoughts and views in depth. They are supported and cared for extremely well, especially through times of difficulty and challenges in life. An informal counselling service for children is offered in school at the "Jolly Jungle" by a trained teaching assistant who supports children with social and emotional issues. She states, "This is a happy place where children come with their problems and leave them here." So strong is the school's support for children that one parent, whose child suffers with a lifelong illness, states, "The care in the school is second to none. My child is being looked after beyond my wildest dreams." Relationships within the school are strong. The children's behaviour is exemplary and they are aware of the boundaries for correct behaviour and the explicit Christian values that underpin this attitude. At break times these relationships are enhanced by a number of strategies managed by children and staff. Two pupils, chosen to be "Chief Chums", along with other "Chums", run the peer mediation programme in the playground. Peer mediators encourage everyone to have friends with whom to play. Through RE the children are very aware that Christianity is a world faith and have respect for diversity in the world. As a result, they support many charities with links for overseas projects such as Aspire for Africa, Give Poverty the Boot, Toilet Twinning and singing with the African Choir which enable children to understand more fully those with different needs and cultures. However, first-hand experience of other faiths and cultures found locally and nationally would further enhance the curriculum.

The impact of collective worship on the school community is outstanding

Both pupils and staff have very positive attitudes to the daily worship and they enjoy the spiritual experiences of joy and fulfilment that it brings. The worship, using Anglican liturgy, is firmly based on Christian values and Bible teaching and is very well planned and recorded by an excellent co-ordinator, with pupils now gaining deeper insight by being involved in its daily evaluation. In one of the acts of worship witnessed was one in which the children explored more deeply the Lord's Prayer. They not only experienced its fuller meaning and how it related to their lives today but also expressed it in song. Following this experience one child remarked, "When I listen to the prayers I feel that Jesus is all around me, caring for me and, when I sing the hymns, I am speaking to God through music." The children have written their own hymn about the Holy Trinity, including the music which they all sang. They stated that they had learned a great deal from that experience and now more readily understood the meaning of the Trinity. Prayer is a key and integral feature of the worship life of the school, not only for the pupils and staff, but also for parents, some of whom have formed a weekly Prayer Group. This is open to all parents, when prayer requests, submitted by classes, teachers and other parents are offered up to Christ. Parents state how much it has helped them to know that they had been prayed for. The children write their own prayers, displayed in class books, prayer boxes and the school's prayer tree, for use in worship and to support their peers who are in difficulty. This atmosphere enabled one child to stand up to tell his classmates that his grandfather had died and how upset he was. Immediately his closest friend stood up next to him to support him whilst the others prayed for him. Tuesday's Collective Worship in KS2 operates under themes led and chosen by pupils and which are designed to engage and help them grow as leaders, to develop their gifts, and to offer varied opportunities to learn more about what God is like.

The effectiveness of the religious education is outstanding

Teaching and learning are excellent as lessons are well-planned, differentiated and paced, allowing children of all abilities to explore ideas and learn. The RE curriculum is skill based, developing the pupils' ability to question, analyse, interpret and reflect on the practice and belief of world faiths, especially that of Christianity. Children develop a range of progressive higher level skills which they can apply independently. These enable them to think deeply and apply knowledge learned from a variety of experiences. One child recounted, "In RE we learned about sacrifice and the story of Abraham and Isaac and it reminded me of all that Jesus had sacrificed for us." Another child wrote a poem which included, "Sacrifice is the crushing of hopes and dreams – love pushed to breaking point." Pupils make good progress and the standards achieved are similar to or above those attained in other core subjects. In lessons observed, the reality of the Trinity was taught in a most meaningful and expressive way, leading on from previous lessons on the *Trimurti* or three main Hindu deities. These experiences led the children into very deep, mature and thoughtful discussion and questioning. This somewhat difficult concept challenged even the most able to ponder the realities of the Holy Trinity and its meaning for their lives. Marking is purposeful and effective, encouraging pupils to reflect on their writing and pointing the way to further improvement. The portfolio of levelled work, added to each term, provides conclusive evidence of progression and the high standards achieved. Parents were keen to report on their children's enthusiasm for RE and for their growing knowledge and understanding of religious and cultural diversity. One parent reported that her child finds the lessons thought provoking and has gained the interest and confidence to develop her own views. The curriculum in RE also addresses social, moral and global issues which the staff recognises as inspiring, "Our children to take responsibility for the welfare of others whilst nurturing a sense of the divine, loving and awesome nature of our God."

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

The leadership and management of the school are firmly founded on Christian principles and totally support the Christian values. The head teacher's own Christian conviction shines through all aspects of her leadership. Parents are fully committed to the school and many choose it because of the Christian ethos and the foundation of faith as displayed by the school leaders. They value its inclusiveness, the excellent relationship they have with staff and the way their children thrive in the school. One parent wrote, "Everything they do is a demonstration of the gifts of the spirit." The subject leader for RE and Collective Worship is inspirational and her obvious enthusiasm radiates through the staff and children. This helps to ensure that these areas are in the forefront of the school's life and purpose. Self-evaluation by the school leadership and management is on-going and there have been regular deep discussions by all teachers and teaching assistants at a number of staff meetings to review this essential element of school management. The governing body is very active and well represented by members of the local churches, including two members of the clergy and this certainly has a positive impact upon the way that the school is enabled to live out its Christian vision. The governors are continuing to increase their monitoring and evaluation of the school, taking their responsibilities for staff development, succession planning and welfare of staff very seriously. This advice and guidance has been used to support another church school in the diocese where staff and governors share resources, skills and knowledge. The key issues from the previous SIAS inspection have been implemented and all statutory obligations are met. The relationships between staff, governors, parents and the community are outstanding, supporting all children and contributing so much to the Christian distinctiveness of Deanery Church of England Primary School. Parents enjoy the openness of the school and its warm and welcoming atmosphere. They say that, if they have an issue to discuss, members of staff and the headteacher are always available for them. One parent summed all this up, "This school is like no other. Our longer journey to the school is worth it to get such a beautiful, priceless education."