



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Clive Voluntary Controlled Church of England Primary School and Nursery

The Hill  
Grinshill  
Shrewsbury  
SY4 3LF

**Previous SIAS grade: Good**

**Current inspection grade: Good**

**Diocese: Lichfield**

Local authority: Shropshire

Dates of inspection: 11 June 2015

Date of last inspection: 5 May 2010

School's unique reference number: 123469

Headteacher: Mary Lucas

Inspector's name and number: Allyson Taylor 768

#### School context

Clive Church of England Primary school and Nursery is a small school serving a swathe of rural Shropshire. There are 79 learners on roll, including those in the nursery, taught in mixed age classes. The majority of learners are of white British background. The school has fewer children on roll in receipt of pupil premium funding than those in other schools. However, the number of children with additional learning needs is higher than national figures. The headteacher has been in post for 16 years.

#### The distinctiveness and effectiveness of Clive as a Church of England school are good

- Passionate and committed leadership, motivated by Christian principles, which ensures that adults and learners know they are valued, loved and so enabled to learn.
- The pro-active leadership of religious education (RE) and collective worship which leads to improvements in these areas of Christian distinctiveness.
- Creative use of the stunning natural environment of the school which facilitates the spiritual development of learners.
- Exceptional support from the incumbent which enables learners to see how faith and worship enrich their lives.

#### Areas to improve

- Make the school's values explicitly Christian on the website and in key documents to more accurately reflect the strong Christian character of the school and ensure they are understood as Christian in origin by all members of the school community.
- Extend governors' role in monitoring RE so they are more informed when contributing to self-evaluation of the effectiveness of the school as a church school.
- Agree a definition of spirituality in order to plan for further spiritual development across the curriculum.

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

Clive school is motivated by Christian values and its '3Rs – respect, resilience and responsibility.' Its aims as a church school are made clear in its beautiful logo linked to Psalm 121. This reflects its unique situation on the hill, to which all lift their eyes. Staff and governors are deeply committed to ensuring the vision of 'Aim High' is fulfilled and that each learner achieves their full potential, in terms of academic results and personal development. This is an inclusive school where adults go the extra mile to meet learners' needs. A hallmark of the Christian foundation is the way that learners with significant additional needs are fully integrated and supported by their peers as well as by staff. Test results and good attendance data confirm that the majority of children enjoy school and make at least expected progress. Staff state that the values enable learners to feel positive about themselves and so they are able to meet challenges in their learning. The strong family feel reflects the Christian values of kindness, cooperation and perseverance. While adults in school recognise the Christian origins of chosen values, parents and some learners are less clear about how the values are rooted in the Christian faith. Relationships across all ages are positive and widely attributed to the church foundation. Older learners actively seek ways to support their younger colleagues. For example, at lunch the older children offer to help the Reception class. This demonstrates the impact of the school's nurturing of spiritual, moral, social and cultural education. RE and the wider curriculum ensure that learners have a good understanding of and respect for those of other faiths and cultures. One child commented, 'we are not all the same and we value differences.' RE is popular, particularly in the way it now focuses on both discussion and creative, practical activities. In discussion, learners of all ages demonstrate an impressive knowledge of Christianity, although they are less aware that Christianity is itself a multi-cultural world faith. The school is refining how teachers mark work and track progress in RE and this is at an early stage. At present the school does not have a clear definition of spirituality. There are, however, good opportunities for spiritual development through worship, and in the way the natural environment is used to enhance the curriculum.

### **The impact of collective worship on the school community is outstanding**

Worship is fundamental to the beating heart of Clive school. It shapes each day and strongly reflects the school's Christian character. Collective worship is highly valued by adults and children. They describe the often profound effect it has on their sense of self-worth and sense of community. This means that all ages show the impact of worship in the way they cooperate and create a reflective and cohesive school community. Acts of worship, whether as key stage, whole school, in church or a classroom, are consistently related to the teachings of the Bible and to the person of Jesus. Themes and Christian values are explored and the planning offers flexibility so that worship relates to the church calendar, current events and learners' interests. Worship is exceptionally well led by the incumbent, headteacher, coordinator, other staff and learners. The worship group includes all of year 6 and its role has grown so that learners are confident to plan and lead whole school worship in church and in school. The members of the group express a wish to do so even more regularly and to involve younger colleagues in leading worship. The group is currently mentoring year 5 who have volunteered to assume this responsibility next academic year. Adults and learners describe the sense of peace and harmony they feel in acts on worship, but also how it challenges their thinking for example, 'helping us see that others need our help.' It is notable that many learners are motivated to support charitable appeals after considering themes and values explored in worship. Prayer is a natural and frequent part of each day. Prayers are said in worship, before lunch and at home time. Learners are familiar with a range of prayers and often write their own and use these in collective worship. Each class's worship space allows learners to pray and reflect each day. As a result, learners appreciate these opportunities for quiet communing with God, enhancing their spiritual development. The school benefits enormously for the stalwart support of the incumbent and close proximity to the parish church. Monthly worship in church ensures that

learners are familiar with many Anglican traditions and festivals. They have an increasing understanding of the Christian belief in God as Father, Son and Holy Spirit. Worship is evaluated by learners, staff and governors and evidence shared leads to improvements. For example, as a result of feedback, learners contribute more readings, music choices and drama to acts of worship. It is clear that the worship life of the school has developed considerably since the last inspection. Learners feel they are, 'in the service not just at a service.'

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

The school is blessed in the dedication of the long-serving headteacher whose actions are underpinned by Christian principles. She, ably supported by staff and governors, has driven improvements in the Christian character of the school. These have come to fruition in this academic year. Most notable is the delegation of coordination of RE and collective worship to a talented and able member of staff. The school's vision, based on the '3Rs' and Christian values, supports the good standards of achievement of all ages. Leaders have a secure understanding of progress and appreciate the benefits of cooperation and moderation with a neighbouring school. They describe the good impact of deploying support staff to ensure individual needs are met. The planned new base, from which learning mentors will offer further support to families and learners, demonstrates governors' commitment to ensuring that well-being as well as academic progress is a focus for the school. Leaders acknowledge that the current website does not accurately capture the exceptionally caring Christian character of the school. Governors make a substantial contribution to evaluating collective worship. As such, this and the other areas for development from the last inspection have been met. Governors contribute to the self-evaluation of the school as a church school, but are more confident in supporting judgments on worship than RE. Without doubt, the delegation of responsibility for RE and worship has led to significant improvements in these key areas of Christian distinctiveness. The coordinator has an infectious enthusiasm for these areas and she is given good support to fulfil her roles. As a result, governors are mindful of the need to plan for the future leadership of church schools. Partnerships with parents, the local church, community and diocese are strong and mutually beneficial. Parents appreciate the individual care shown to each child. They say they are well-informed about progress and find all members of staff approachable. The incumbent is a tower of strength and is universally held in high regard. He states, 'this is a school at peace with itself, where there is a good sense of purpose and all are happy.' This is testament to the good leadership of Clive as a distinctive and effective church school.

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