



Statutory Inspection of Anglican Schools Report

Alverthorpe St. Paul's Church of England Voluntary Aided J & I
St. Paul's Drive
Alverthorpe
Wakefield
WF2 0BT
Wakefield Diocese
Wakefield LEA
SIAS inspection: 8th February 2006.
Date of last inspection: 4th - 6th July 2000.
School's Unique reference number: 108253
Name of Headteacher: Mrs. C. Chell
SIAS Inspector: Mrs. L. Alvy.

School Context

Alverthorpe St. Paul's Junior and Infant School is similar in size to other primary schools. The Early Years Unit enables children to start school on a part-time basis the term after they are four years old. After two terms they commence full time education. When children start school, many of them have skills that are below what might be expected nationally. There are few pupils from minority ethnic groups. The number of pupils eligible for free school meals and the proportion with special educational needs are both below average. The Headteacher has been in post for three years. In June 2005 the school received the award of Basic Skills Quality mark.

Summary Judgement

The school's distinctiveness and effectiveness as a church school is good with many strengths.

Established Strengths

The high quality of leadership by the Headteacher ably supported by the senior leadership team.
The good care, guidance and support provided through the strong Christian principles that permeate the school.
The clear vision and high expectations for worship and spiritual growth.

Focus for development

The provision of more formal monitoring procedures which would include the Foundation Governors in evaluating the distinctive Christian character of the school.

Develop teaching and learning in Religious Education to ensure the progression and assessment of key skills so that pupils in all classes achieve as well as they can.

The school, through its distinctive Christian character, meet the needs of all learners well.

Through the promotion of strong Christian values the school continually strives to ensure that pupils' reach their full potential through the experiences it offers them. Consequently they speak strongly about their enjoyment of school life and the care that is provided. Pupils feel safe and appreciate the 'voice' that they are given through the School Council, for instance to improve the school. The growing links between the school and the church, in particular the provision of 'Family Worship,' support pupils' personal development effectively. Spiritual development has a high profile and high quality displays, carefully planned activities such as Christian Club and 'circle time' (opportunities for pupils to share and reflect on personal experiences) for example, all provide a powerful tool to support the development of pupils' self-esteem and confidence.

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

Pupils' attitudes during Collective Worship are very good and their behaviour often exemplary because a well crafted ethos and carefully planned themes lead pupils to a deeper understanding of Christian faith and practice. There is a clear recognition by the school that the pupils need to be more involved in analysing its impact however. Successful collaboration between the local clergy and the school ensure pupils also experience a wider church community at these times. Christian celebrations and events are planned effectively to ensure pupils and parents see coherence between worship in the life of both the school and the parish. Pupils respond to these times with reverence and enjoyment and are willing participants in the Christian witness of the school.

Religious Education is satisfactory overall.

In the three years that the headteacher has been in post there have been significant changes resulting in a comprehensive action plan for the development of religious education. Pupils' standards are average and pupils achieve well when teaching is good although this is not consistent across the school. Whilst Religious Education is planned systematically the school knows, through its effective self-evaluation the improvements needed to raise standards further. Pupils' attitudes to learning are very positive and they are interested and productive in lessons. By Year 6 pupils use a developing religious vocabulary and can describe some similarities and differences between worship both within and between different religions for instance. They are less confident in analysing and reflecting on religion however. Links with RE within other subjects are taught more effectively because of recent training. Good use is made of the local church and the link governor supports teachers effectively. Assessment is currently under review.

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

The headteacher provides outstanding leadership and this contributes significantly to the vision and success of the school. There is a strong Christian ethos growing and deepening within the life of the school. This is central to school life and the Christian aims and purpose of the school are clearly communicated through its documentation and contact with parents and the community. Effective development of systems for pupils' personal development have resulted in high standards of pupil behaviour and provided them with a burgeoning sense of identity. The distinctive Christian character of the school is considered seriously at regular meetings and training days. There is a good partnership between the school, governors, parents, church and the diocese and this is seen as integral to the schools' development. Foundation Governors are active in supporting the Christian status of the school although they have yet to develop a more formal monitoring role.