



### Inspection under Section 48 of the Education Act 2005

**Name and address of school: St Andrew's C of E (VA) Junior School, Waterloo Road, Brighouse, West Yorkshire, HD6 2AN**  
**Type of school: Junior**  
**Status: VA**  
**Diocese: Wakefield**  
**LEA: Calderdale**  
**Date of inspection: 02 May 2006**  
**Date of last inspection: December 1999**  
**School's Unique reference number: 107547**  
**Name of Headteacher: Mr Peter O'Hare**  
**Inspector's name with National Society inspector's number: Mr Jeffery Plumb 248**

#### School context

The school serves an area to the north of Brighouse town, West Yorkshire. There are 249 pupils on roll with a lower than national average number of pupils eligible for a free school meal. Attainment on entry at age 7 varies from year to year, but it is broadly average overall. A larger than average proportion of pupils join the school later than Year 3; many of these late entries often have much to catch up in their learning. There are few minority ethnic pupils; none are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average. The head teacher and deputy head teacher have worked in an effective partnership with the foundation governors to create a distinctive Christian ethos within the school.

#### Summary judgement

**St Andrew's C of E (Voluntary Aided) Junior School is a good Church school.** It has successfully developed a Christian distinctiveness because there is a focus on worship, religious education and the promotion of pupils' spiritual development. There is a clear and shared vision about what it means to be a Church of England School in the community which it serves.

#### Established strengths

- The partnership between the head teacher and the parish priest is effective and promotes the Christian character of the school well. Links between the school and the church are good.
- The curriculum planning for religious education is good. Teaching in religious education is good.
- The quality of care and support within a Christian framework is good.
- Pupils are enthused in their learning through exciting and enjoyable activities.
- Progress is good and standards are rising.

### **Focuses for development**

- Involve pupils in the evaluation of the acts of worship and use what they have to say to inform planning to improve its quality.
- Agree a consistent approach to assessment in religious education, which fits in with the school's assessment for learning model, and is based on the Diocesan's guidelines for assessment.

### **How well does the school, through its distinctive Christian Character, meet the needs of all learners?**

#### **St Andrew's C of E (VA) Junior School is good in meeting the needs of all pupils through its distinctive character.**

All pupils consider that they are valued and say that they are treated with dignity and respect; reflecting the school's distinctive Christian character. Without exception they say: *'We are all treated equally'*. The head teacher promotes a Christian vision which focuses on promoting excellence within a caring community. Christian values, shared by all staff, have a positive influence on pupils who say: *'In this school we believe that our friends are God's way of taking care of us'*. Pupils are clear about what is right and wrong. They are involved in shaping their class rules. Behaviour is good; relationships are excellent. Pupils' spiritual development is good. Those from a Christian background are nurtured in their faith, whilst the faiths of non Christians are respected. The cross positioned in each classroom provides a visual focus for daily prayers. Forgiveness lies at the heart of this school. The *'reconciliation tree'* is a focal point; its leaves convey powerful messages from the hearts of the pupils. One pupil wrote: *'A way to make peace after a fall out is to make the first move. Your friend will realise that you care'*. There is a vibrant school council. Pupils are involved in making decisions to improve the school's environment. They are enthusiastic about shaping the adventure playground. Through enterprise projects the school raises pupils' awareness of economic well-being exceptionally well. The school is effective in ensuring that the learning needs of all pupils are met. The curriculum successfully promotes excellence and enjoyment. Pupils make good progress and achievement is good. Standards are rising and the current Year 6 pupils are broadly in line with the national average in the core subjects.

### **What is the impact of collective worship on the school community?**

#### **Collective worship has a good effect on the school community.**

Worship is central in the life of the school and consequently it is valued by pupils. Pupils say that they enjoy the acts of worship; particularly the opportunities they are given to engage in role play. They love singing and find that the stories told by the visiting parish priest during assemblies are interesting. Older pupils take responsibility for operating *'PowerPoint Presentations'* during worship. Statutory requirements are met. Planning of worship is good; it dovetails the liturgical calendar of the Anglican church. However, there is not a coherent system to evaluate pupils' views about worship; their views are listened to, but on an ad hoc basis. Their views do not feed improvements in the planning of worship. The parish priest, from the local church, conducts acts of worship in the school regularly and successfully raises pupils' awareness of the Anglican faith. He conducts a termly celebration of the Eucharist in school. Pupils attend the parish church to celebrate St Andrew's Day and Harvest Festival; these occasions play a valuable part in increasing pupils understanding of Anglican faith and practice. Key festivals of other faiths represented in the school are valued and celebrated in assemblies as appropriate.

### **How effective is the religious education?**

#### **The effectiveness of religious education is good.**

Religious education is a high priority subject; given the recent focus on raising standards in English and mathematics it is to the credit of the school that RE has remained a focus on the school improvement plan. Pupils enjoy their RE lessons and take care with their written work. Teaching is good, but assessment is not yet secure and robust. Enjoyment and interest was evident in a good Year 4 lesson as pupils were encouraged to think more deeply about the story of Noah's Ark and the significance of the dove. The subject makes a valuable contribution to pupils spiritual development. Progress is good and standards attained by Year 6 are in line with expectations for pupils of their age following the Diocesan Syllabus. The co-ordination of the subject is effective. There is a strong focus on Christianity; this is taught well. Teachers' knowledge of Islam and Judaism is good. Other faiths are taught as part of focussed faith days. Each classroom has a stimulating RE display emphasising that this is an important subject.

### **How effective are the leadership and management of the school as a Church School?**

#### **Leadership and management of the school as a church school are good**

The head teacher, deputy head and foundation governors devote focussed and detailed attention to developing the distinctive Christian character of the school. There is a clear and shared vision: *'Promoting Excellence within a Caring, Christian Community'*. Links between the school and the local parish church are good. Parents and pupils alike consider the parish priest to be their friend; he is greatly liked. The foundation governors act as critical friends and have the right balance between support and challenge. There is a whole school approach to collective worship and spiritual development. The distinctive Christian character of the school is reflected in the priorities in the school improvement plan and realised in practice by the way in which all members of the school community conduct themselves. Because all staff feel valued they engage with the shared vision enthusiastically and with commitment. However, there is not a robust and formal system to gather the views from the pupils about collective worship.