

National Society Statutory Inspection of Anglican Schools Report

Aldbury Church of England Voluntary Controlled Primary School

Stocks Road

Aldbury

Tring

HP23 5RT

Diocese of St Albans

LEA: Hertfordshire

SIAS Inspection : 27th April 2006

Previous S23 Inspection: 31st January – 2nd February 2000

URN: 117382

Headteacher: Mrs Doreen Meek

SIAS Inspector : NS 44 Ms Chris Westgarth

Context

Aldbury Church of England School is a small rural school with 82 pupils on roll. The pupils are predominantly from the village of Aldbury and a few from surrounding villages and neighbouring counties. The majority of pupils are from white British descent and there are approximately 16% with learning difficulties including 2 with a statement of special educational need. Aldbury school has Healthy School and Eco school status. The school also has Hertfordshire Quality Standards Status and is actively involved in the initiative 'Tring Tomorrow'.

Summary Judgement

The overall distinctiveness and effectiveness of Aldbury Primary as a Church of England School is good. With the proposed building enhancements (school house project) the school has the potential to grow and develop further.

Established strengths

- The strong sense of community and the caring and inclusive ethos of the school.
- The personal development of the pupils and their attitude to learning
- Links between school and church

Focus for development

- Increase pupil participation in worship and involve them more fully with governors and staff in the monitoring and evaluating process for Collective Worship
- Enhance the focal display in the (new) entrance hall so that it clearly identifies the status, values and ethos of Aldbury as a church school
- Ensure that the worshipping experience is known as Collective Worship and not assembly to reflect what actually takes place

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

The school makes good provision to meet the needs of all learners [Overall grade 2]. The school, through its distinctive character, makes good provision for the needs of all its learners with some outstanding features. Pupil and parent surveys/interviews confirm the school's view that learners are valued and that their individual needs are catered for well. A good range of extra-curricular activities is provided and pupils respond enthusiastically to these opportunities. The School Council is well organised and plays an effective role in ensuring the voice of the pupils is heard. The friendship stop, playground rules, listening box and code of conduct all contribute to a caring ethos which is very positive. The school is an integral part of the village community and its Church foundation has always underpinned school life. The school benefits from the significant practical support of the community and children gain personally from taking part in public events. Pupils are happy, polite and confident and are thoroughly involved in the Eco school project and school gardening facility. Through the 'Tring Tomorrow' initiative, year pupils undertake a work-shadowing opportunity. They accompany adult workers for a day and are encouraged to research and ask questions about all aspects of their work. Later they make a presentation to their peer group and parents, with other schools, feeding back their experiences. Their presentations are a focus for school displays and become a source of pride for the participants and an inspiration for younger pupils. This initiative is developing the personal skills of the pupils. As a result the school is now involved in a Warwick University

project focusing on the 3Es 'Energy, Esteem and Enquiry' which includes all pupils within the school. The positive attitude to learning and good behaviour as identified in the school code of conduct and playground rules are reinforced by the WOWS book and smiley reward system. The Buddy scheme and friendship stop also play an important part.

What is the impact of Collective Worship on the school community?

The effectiveness of the worshipping experience provided by the school is good [Overall grade 2]. Collective Worship (called Assembly) first thing in the afternoon is central to the life of the school. Pupils enter quietly and show respect. Year 6 pupils take responsibility for preparing the hall for worship. The talented music group enhances the cultural and aural aspect of worship. Through the involvement of the incumbent simple liturgical responses are learnt and used. The ethos of the school supports the spiritual, moral, social and cultural development of learners. Class and whole school prayers also play a part in instilling Christian values. Despite the lack of space, great care is taken to ensure that acts of worship take place in a well-organised and peaceful environment. The use of the church building at specific times of the year for worship and displays of work further enhance the quality of provision.

How effective is the Religious Education in the school?

The effectiveness of the leadership and management of the school as a church school is good [Overall Grade 2]. The pastoral care of all pupils is excellent. The local church supports the school very well in pastoral and practical ways as well as in worship and religious education. Responses to parents' questionnaires indicate high levels of satisfaction with the Christian ethos and links with the church. Parental support is strong through the Friends Association (FOAS). The local incumbent helps to monitor aspects of the Christian life of the school. There is scope for the wider governing body to be more involved with this aspect of support and encouragement. Governor and coordinator evaluation of the quality and impact of collective worship. There is an excellent team spirit between the headteacher, all members of staff and the governing body. The planned improvements in school facilities will be extremely beneficial and an excellent opportunity for the school to evaluate resources and assign new storage and display space.

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