

National Society Statutory Inspection of Anglican Schools Report

Ashford Carbonell Church of England Voluntary Controlled School Primary School

Ashford Carobonel

Ludlow

Shropshire

SY8 4BX

Diocese: Hereford

LEA: Shropshire

Dates of inspection: 20th March 2006

Date of last inspection: October 2004

School's Unique reference number: 123459

Headteacher: Mrs. Margaret Cooper

Inspector: Mrs. Christine Murray-Watson

Context

Ashford Carbonell is a very small rural school with 35 pupils on roll, situated close to the local parish church in an attractive village just south of Ludlow. Following a period of considerable change, both in staff and pupil numbers, the school has now settled into two classes, one for Reception and KS1 and the other for KS2 pupils.

Summary Judgement

This is a good church school with a caring staff and very effective Religious Education. The school's self evaluation is accurate and secure.

Established strengths

- Individual support for all learners promotes a strong sense of tolerance and mutual care.
- Very good provision is made for RE. It is well resourced, promotes high standards and makes an outstanding impact on the life of the school
- The leadership of the Headteacher is strong. This is having a positive impact on school improvement

Focus for development

- Develop a more child-centred approach to collective worship
- Provide more Christian symbols and better display of RE resources
- Staff and Foundation governors need to work together to promote a stronger Anglican identity for the school

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

The school, through its distinctive Christian character, makes good provision to meet the needs of all learners. Within the context of a small, rural, two -class school, every learner is given a good level of individual attention and support. The value placed on all achievement, whether, within school or outside of it, and the school's determination to be fully inclusive help every child to flourish. The sense of security this promotes means that learners grow in confidence and develop a high level of mutual understanding and tolerance. Whilst many of the older pupils are happy to identify themselves as Christian, they cheerfully accept that others may not. The good level of understanding of other faiths and the willingness of the teaching staff to engage in discussion prompt a ready acceptance by learners of people from cultures,

faiths and racial groups other than their own. The learners are polite and friendly to adults and to each other. They are receptive to the high standards of conduct, mutual respect and care that are the norm across the school. Whilst school premises are set in attractive surroundings, more could be done to enhance the interior to encourage spiritual development. For example, little of the excellent resources available for RE are displayed to good effect. Classrooms sometimes lack aesthetic appeal. Whilst some specifically Christian symbolism is displayed in the hall, it is not greatly in evidence elsewhere.

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

Collective worship makes a satisfactory impact on the life of the school. Collective worship plays a regular and important part in the life of the school. Whilst school staff have a good understanding of how to engage the interest and involvement of the learners, not every act of worship gives them an adequate voice or opportunity to participate directly. The learners readily contribute their own prayers and readings, for example, when they are allowed to and they value the experiences they are given. There are regular occasions, however, when little is asked of them beyond silent attention and they find this unsatisfying. Services held in the local parish church and the use of traditional liturgy, such as the Lord's Prayer, support a satisfactory understanding of Anglican faith and practice.

How effective is the Religious Education in the school?

The effectiveness of Religious Education is outstanding. The good provision made for RE, its links across the curriculum, the willingness of the staff to raise "difficult" issues and the impact this all has on the learners mean that the importance of RE to the life of the school is outstanding. The standards achieved in RE are good and all learners achieve well. The breadth of content, the amount of teaching time within the curriculum and the opportunities for serious study and independent writing all contribute to a mature understanding, particularly amongst the older learners. The role of RE in promoting Christian character, together with an understanding of other faiths, is outstanding.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school is good. The leadership of the Headteacher is strong. This is having a positive impact of the management of the school. Her contribution in establishing good management practice and clear goals, as well as the improvements made to the school following a period of considerable change, is outstanding. In this, she is ably supported by her staff and governors. The promotion of a distinctive Christian identity for the school is satisfactory. Whilst the school has developed a very good ethos underpinned by Christian values, the promotion of a distinctive Christian identity to the local and wider community is not yet given the same emphasis. The staff and governors feel valued for the contribution they are actively making towards the life of the school. Parents express satisfaction with the way the school has developed and respond well to the many opportunities they are given to indicate their views and wishes.

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