

National Society Statutory Inspection of Anglican Schools Report

Barby Church of England Voluntary Controlled Primary School

Daventry Road
Barby, Rugby,
Warwickshire
CV23 8TR

Diocese: Peterborough

LA: Warwickshire

Dates of inspection: 3 July 2006

Date of last inspection: 15 October 1999

School's Unique reference number: 121958

Headteacher: Mrs Angela Tilston

Inspector's name and number: Keith Brammer 334

School context

Barby C of E Primary School has 94 pupils which is smaller than average. Approximately two thirds of pupils come from Barby village whilst the remainder are from local villages or the nearby towns of Rugby and Daventry. Most pupils are from white British backgrounds. The proportion of pupils with learning difficulties is broadly average.

Summary Judgement

Barby School is an effective and improving Church school. The beliefs, teachings and values of the Anglican Church permeate all aspects of its work and it successfully develops the special talents of each pupil in a caring and supportive Christian atmosphere. Well aware of the areas which it needs to develop further, the school has the desire and capacity to move forward.

Established strengths

- * Pupils' personal development and relationships are good and clearly based on Christian care and concern for others
- * Good quality daily acts of Christian worship are central to the life of the school
- * The strong Christian ethos ensures a happy, secure, orderly and reflective learning environment.

Focus for development

- * Provide more active opportunities for pupils to explore other cultures, beliefs and practices
- * Apply greater rigour to the monitoring and evaluation of all aspects of the school's work.

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

The school meets the needs of all learners well. The strong Christian ethos is immediately evident on entering the building and is seen in many aspect of school life, from symbols, artefacts and displays through to pupils' relationships, behaviour and attitudes. There is a welcoming, happy, secure and cheerful working atmosphere where pupils know that their beliefs are respected and that they themselves are special and valued. Christian values, such as tolerance, respect and mutual support are obvious everywhere, particularly in the high quality of relationships, both between pupils and adults, and between pupils. Older boys and girls readily take responsibility for helping and guiding the younger ones and all know right from wrong. Behaviour and attitudes are good because school rules stress positive behaviour and it is rewarded and celebrated daily and, along with pupils' achievement, in regular Celebration Assemblies. Pupils' views are sought through the School Council and they say that they are listened to and receive good, sensitive guidance and support. Teachers know all of their pupils well; and parents show a good level of satisfaction with the care and provision for their children. Pupils respond well to an above average range of extra-curricular activities for a small school and are generous in their support of a wide selection of local and national charities.

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

The impact of Worship on the school community is good. Daily Acts of Worship are well planned and are central to school life. As a result, Worship is a strong corporate occasion which contributes well to pupils' spiritual, social, moral and cultural development. One, led by the headteacher, was observed. Pupils enter the hall

quietly and respectfully with music, artwork, Christian symbols and a lighted candle contributing effectively to an atmosphere conducive to immediate responses of reverence and reflection. Pupils like the varied format of worship that invites their participation and say that they enjoy being “all together” and learning what “Love thy neighbour” and “using our special gifts” mean. Prayers written by the pupils show concern for peace and the environment, and ask for guidance on, “How I can make a difference in this world”. Pupils also welcome opportunities for reflection as valuable times for personal thinking. Themes are well linked to pupils’ own experiences and the National Every Child Matters agenda. Additionally, key Christian festivals, such as Easter, Saints’ days and harvest are celebrated. However, although the Rector leads a weekly Act of Worship and special services in the church, few other visitors or groups take assemblies; therefore pupils are not sufficiently aware of different styles and approaches to Christianity.

How effective is the religious education?

Religious education is satisfactory. Pupils attain satisfactory standards and make good progress overall. They listen carefully and eagerly discuss issues and concepts arising from their lessons. The accuracy and structure of their written responses are average. Stories and accounts are not always fully developed because pupils do not plan or draft carefully. Assessment strategies, the tracking of individual progress and the monitoring of teaching and learning are not yet robust enough; consequently, standards are not higher. Art, music and drama enliven the subject well and the use of ICT to enhance learning is being developed. Plans which will embed RE more firmly into the whole curriculum by making thematic links with other subjects are at the development stage. All pupils have their own Bible and are aware of its significance and the importance of prayer. Older pupils have some knowledge of other world faiths and younger ones can name them. However, pupils’ wider experience remains undeveloped since there are currently no visits to places of worship, such as a synagogue, a mosque or a Hindu temple; and there are very few talks from visiting speakers who represent different faiths. Twinning links with a community in Iganga, Uganda, are being planned to enrich pupils’ knowledge and understanding of a different race and culture from their own.

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 are satisfactory. After a difficult period, the school is now resurgent and optimistic owing to greater stability in staffing and the considerable success of structures put in place to improve behaviour. Good action planning in response to the recent OFSTED inspection is appropriately targeted at raising achievement and standards in all subjects and developing and extending curriculum links, especially those with RE. New systems to monitor and evaluate the work of the school are being introduced, such as one to evaluate Worship, but it is too early yet to see their impact. Barby is beginning to be a forward-looking, self-evaluating and reflective Church school with a clear vision for the future. Progress is being effectively driven by the headteacher and staff and well supported by the Rector. The governing body is becoming more actively involved in overseeing the school’s work, but there is scope to develop the role of the foundation governor further. There are already good links with St Mary’s Church and such is the school’s vision of its place and responsibility in the community that, with the help of the Rector, it is now looking for ways of promoting and extending these further.

SIAS report July 2006 Barby C of E Primary School, Daventry Road Barby, Rugby, Warwickshire CV23 8TR