

National Society Statutory Inspection of Anglican Schools Report

Barnoldswick Church of England Voluntary Controlled Primary School

York Street,
Barnoldswick,
Lancashire,
BB18 5BB

Diocese: Bradford

LA: Lancashire

Dates of inspection: 23rd June 2006

Date of last inspection: 2nd – 6th October 2000

School's Unique reference number: 119360

Headteacher: Mrs. Joyce Heaton

Inspector's name and number: Mrs Fiona Beevers (351)

School context

The school is one of four primary schools within the small rural town of Barnoldswick. There are 194 pupils organised into seven single age classes. The school is housed in a Victorian building surrounded by terraced housing from which the majority of the pupils are drawn. The pupils come from a range of socio economic backgrounds and 2% of pupils are from minority ethnic groups. The school has imaginatively developed the building to serve the school's growing needs but the school hall and playgrounds are very cramped.

Summary Judgement

Barnoldswick Church School is a good Church school.

It lives out its aim to "educate children within the Christian ethos to their full potential". The headteacher and her staff successfully engender a caring family atmosphere, founded on Christian values of love, care, faith and respect. The school sets high standards promoting both academic achievement and the spiritual, moral, social and cultural development of pupils.

Established strengths

- The quality of care and value for each individual underpinned by its Christian ethos
- The standard and range of educational opportunities offered to pupils
- The strong links with the parish church
- The active support of parents and the wider local community

Focus for development

- Develop effective systems for staff and governors to evaluate and report back on relevant areas including collective worship
- Be more explicit in celebrating the distinctive Christian ethos in all school publications

Explore opportunities for more creative approaches to collective worship, including pupils leading collective worship, the wider use of inclusive language and more regular use of the parish church for special school celebrations.

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

The school meets the needs of all learners through its distinctive Christian character in a good way.

Provision for minority groups, those who have special needs and those who are experiencing difficulties or causing problems for others is good. Pupils who have experienced difficulties in previous primary schools speak positively of the differences being at Church School has made to them. Learners from all groups feel valued and special. In turn they demonstrate respect and care for others; during discussions with the recently established School Council, pupils articulated their own views and listened respectfully to those of others even when they disagreed. A Year 6 pupil volunteered that he 'didn't mind' that the planned playground equipment wouldn't arrive before the end of term, because the younger pupils would be able to enjoy them" The school has developed a curriculum which is rich in opportunities to explore other cultures and faiths, and responds creatively to the limitations of the school site by providing a range of off site sporting activities centred on the local high school. There are very good opportunities for social and moral development.

Foundation governors actively support the school but systems for reporting back to the governing body are not formalised. Relationships within the school community are characterised by Christian care and concern for others. All members of the school community speak highly of the school, especially the quality of care for all individuals and the values that children acquire in addition to their academic progress.

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

The impact of collective worship on the school community is good. School worship is of consistently good quality and central to school life. Despite the lack of space, great care is taken to ensure that acts of worship take place in a well-organised and peaceful environment. In recent questionnaires, pupils commented favourably on the way school worship enhances their spiritual development. Children look forward to the daily acts of worship and enjoy taking part. Increased opportunities for pupils to lead collective worship would enhance pupils' experiences in this area.

Collective worship has a strong Christian focus and honours the Anglican tradition, based on a framework which follows the Anglican Church's year and including some traditional Christian prayers. There are strong links with the local Church, particularly through the involvement of the incumbent. There are also regular contributions from 'Schools Work in Pendle', and charitable and other community groups. The school uses the parish church to celebrate some special occasions. Whilst the school is sensitive to the beliefs and traditions of those of other faiths and of none and takes care to ensure that acts of worship provide for their spiritual and moral development as well as that of Christian believers, this could be further enhanced through careful review including further use of inclusive language.

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 quality of leadership, especially from the headteacher, contributes significantly to the success of the school. Its Christian purpose is clearly evident in relationships throughout the school and its wider community. The school should celebrate this aspect of the school more boldly in school publications as this is clearly a distinctive feature of the school. Governors, especially foundation governors, are regular visitors to school and contribute to its development. In order to develop further the establishment of effective systems for evaluating and developing relevant areas including collective worship would enable the school to review and further develop its distinctive and inclusive qualities. There are good links with the local church community; the incumbent provides much valued pastoral and curriculum support to the school. Parents speak very highly of the school and they value the special ethos of the school which enables pupils from all backgrounds to flourish.

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