

National Society Statutory Inspection of Anglican Schools Report

Barrow Church of England Voluntary Controlled Primary School

BROSELEY

Shropshire

TF12 5BW

Diocese: Hereford

LA: Shropshire

Dates of inspection: Tuesday 13th June 2006

Date of last inspection: 2001

School's Unique reference number: 123533

Headteacher: Mrs Elaine Barton

Inspector's name and number: Mrs Sandie Johnson

School context

Barrow school is situated in a beautiful rural setting. With 62 on roll classes comprise wide age and ability ranges requiring appropriately differentiated work based on a sound knowledge of individual pupil's achievement and potential. The school prides itself on the breadth of curriculum offered and the range of extra-curricular activities available. There are no pupils from ethnic minority groups. The current Headteacher has been in post for 18 months following a period of frequent change in leadership.

Summary Judgement

Barrow School provides a sincere, reliably Christian foundation throughout its daily life and teaching. It is led well and provides good opportunities for pupils' spiritual, moral and social development. Pupils feel valued and secure and have a sense of pride in their school. The school's Self Evaluation is sound and honest.

Established strengths

Relationships between members of the school community, characterised by Christian love, respect and trust and the resultant good pupil behaviour.
The leadership of the Headteacher which underpins the Christian life of the school.
The good provision for pupils' moral and spiritual growth especially where R.E. teaching is cross-curricular

Focus for development

- To continue to develop procedures for monitoring and evaluating the effectiveness of Acts of Worship and R.E. teaching throughout the school.
- To increase opportunities for staff and governors to explore the nature of a church school in the context of evaluating developments already achieved.
- To continue to raise visual awareness of the Anglican status of the school including the creation of an area/space for quiet reflection.
- To investigate establishing links with other schools with diverse cultural and religious intake.

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

Good: The school, through its distinctive Christian character, meets the needs of all learners very well

Barrow School makes very good provision to meet the needs of all learners. Christian values are unambiguously central to the whole school ethos. Great emphasis is placed on fairness and equality and the "all round needs" of each child. Pupils are given opportunities to partner one another; fostering an understanding and supportive culture. Behaviour is good and pupils are encouraged through a "golden rules" behaviour system to consider how their behaviour affects others. The relatively new school council helps everyone to celebrate successes and share concerns. Pupils are proud of their well-kept environment, and are given enviable opportunities to learn from and appreciate the beauty of their surroundings. Pupils' awareness of the wider world is enhanced by charitable projects.

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

The impact of collective worship on the school community is Good
Collective worship is good .Planning and recording are very effective. Informal evaluation is ongoing. Good use is made of visitors and resources. All staff lead and attend assemblies. The Rector leads worship regularly. Care is given to present material and activities that make collective worship relevant to the wide range of age and ability of all those present. Discussion is encouraged and pupils participate well, responding thoughtfully. Pupils and staff speak of enjoying the quiet times together,

the stories and celebration assemblies. Older pupils speak of the support they felt from worship when a previous headteacher died.

There are opportunities for reflection.

Following a number of preparatory worship sessions led by the Rector, the Headteacher and he conducted a school based Eucharist. There are plans to build on this successful experience. Parents have confirmed the value that they put on the assemblies, acts of worship, and Christian teaching.

How effective is the religious education?

The impact of the religious education is Good.

The quality of planning, teaching and learning is good and the subject makes a significant contribution to the learners' spiritual and moral education. The practical and meaningful Religious Education and Collective Worship Policies are used in tandem very effectively. Most pupils enjoy R.E. and talk confidently about their learning, relating it often to their behaviour and how it affects their relationships with other pupils. Opportunities are given to discuss moral issues through PSHE/circle time. "Father Mike", as the responsible foundation governor, supports teachers and children in classwork when appropriate. Verbal evaluation, but as yet no formal monitoring, takes place. R.E. is recognised by all stakeholders as being of crucial importance in this Church school. Schemes of work are based on the Shropshire LEA Agreed Syllabus, with balanced study of faiths other than Christianity which remains the main focus. Opportunities exist for exploration of ideas and spiritual development, especially in K S 1 where R.E. is closely linked to the wider curriculum.

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 Good

The Headteacher, supported by the foundation governors, provides direction, support and encouragement and a good example of Christian care and concern for all members of the school community. All adults are excellent role models ensuring that children grow in respect for themselves, each other and other people. Promoting the development of the school's Christian foundation has been a focus of the 05/06 SDP. The school witnesses through visual symbols and provides an environment where individuals may grow spiritually. The R.E. Coordinator has created effective support materials for Collective Worship which is an integral and valued part of the life of the school. The Rector visits school regularly and parents recognise and appreciate the links the school makes with the Church. Governors', parents' and pupils' views on many issues are sought and considered seriously. The Headteacher is committed to and promotes the Christian vision for the school well.

SIAS report June 2006 Barrow C.E. Aided Primary School BROSELEY Shropshire TF12 5BW