

National Society Statutory Inspection of Anglican Schools Report

Chelford Church of England Voluntary Controlled Primary School

Oak Road,
Chelford,
Macclesfield,
Cheshire
SK11 9AP

Diocese: Chester

LEA Cheshire

Dates of inspection: January 24th and 25th 2006

Date of last inspection: February 8th and 9th 2001

URN: 11254

Headteacher: Mrs Alison Scott

SIAS Inspector NS 332: Mrs Christine Hall

Context

Chelford CE Primary school is a small village school with 39 pupils on its roll. The school has a long history of positive relationships with the local community, with several parents having been taught at the school themselves.

The pupils are from mainly White British families and none are entitled to free school meals.

Summary Judgement

Chelford CE Primary School is a good school which, through the clear leadership of the Acting Headteacher and Governing Body and the care and commitment of all staff, provides a Christian community for its pupils, parents and the village in which it serves.

Established Strengths

- The clear leadership of the Acting Headteacher and Governing Body.
- Strong links with the church and the local community.
- A Christian community, in which each individual is valued and where tolerance and forgiveness are evident.
- A strong family atmosphere.
- The contribution of worship in the pupil's spiritual and moral development.

Focus for development

The Governing Body can further develop their role, by taking an active part in the new Anglican Church School's self-evaluation process. It is suggested that 'worship' should be the initial focus.

The school should further develop its good practice in worship by improving planning procedures and including all members of staff and the incumbent in a review of worship, as part of the school's self-evaluation.

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

The school has a distinctive Christian character which impacts upon all its learners by making them feel valued and special. Staff, pupils and parents talk of belonging to a family. Children spoke of the school as a place where everyone is kind and welcoming, where friends are easily made and where problems can be shared with both staff and peers. A strength of the school is the relationship between older and younger children, which serves to reinforce the sense of belonging to a special family. All pupils describe the school as a place that makes them feel special. Children, who had been admitted to the school, other than in their Reception year, commented upon how the Acting Headteacher, staff and fellow learners had been kind and caring and helped them to settle in. Parents concurred with this. Behaviour is good and the school demonstrates a commitment to positive reinforcement, rather than punitive sanctions. A 'Praise Book' is completed by all members of the school staff, including support staff and children are commended for care and kindness as well as academic achievement. This also serves to demonstrate the Christian ethos and show children that all members of staff are viewed as important.

Children are aware of the needs and cultures of others. This is because of the school's effectiveness in providing good opportunities for spiritual, moral, social and cultural development. Pupils demonstrate what they have learned in a practical way by running sponsored events and supporting various charities. RE also contributes significantly to this area of development and children learning valuable lessons from the RE curriculum. In Key Stage Two, for example, issues of anger and jealousy were dealt with through the story of Joseph and in Key Stage One, learners said they had learned that 'God wants us to be kind to each other'.

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

The impact of worship on the school community is good. Parents are appreciative of the experiences children gain during the acts of worship and felt that lessons learned had stayed with their children, even after they had moved onto secondary school. This is because of the school's good provision for worship.

Learners value worship and see it as an important part of the school day, where the school family meets and where they, 'learn about God and about how to behave towards one another'.

An act of worship is held each day and the good provision of resources demonstrate the school's view that this is an important part of the life of a good church school.

There are strong links with the church with the incumbent taking one act of worship each week. There are both verbal and visual reminders of the Anglican faith. A candle presented to the children on a visit to the cathedral for an annual 'Pilgrim Day' is lit at the start of worship. Versicles and responses are also used, together with the Lord's prayer. Visits to the church, as part of the school's curriculum and to celebrate major festivals, are also seen as a way of contributing to the school's distinctiveness.

Planning procedures do not include the incumbent or all members of the staff involved in leading worship.

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 Acting Head teacher and Governing Body provide strong, clear leadership for the school, creating a caring environment, underpinned by Christian values and where all learners, regardless of their background and ability, are encouraged to fulfil their potential.

The school has undergone a period of significant change. During this time the support and commitment of the Chair of Governors and the incumbent has been appreciated by staff and parents. The Acting Headteacher, staff and Governing Body are committed to raising standards in the school, whilst appreciating that celebrating the all-round achievements of the children in their care is also of great importance. This is demonstrated through the Praise Book and Praise Assembly.

The Headteacher provides a clear lead on the school as a Christian community, ensuring that all learners and members of staff feel they are valued and that the school reaches out to the community locally and to those in need. Structures are now in place to see that all learners have access to the help they may require.