

National Society Statutory Inspection of Anglican Schools Report

HUXLEY Church of England Voluntary Controlled Primary School

Church Lane
Huxley
Chester
CH3 9BH

Diocese: Chester

LA: Cheshire

Dates of inspection: 6th February 2006

Date of last inspection: 13th and 15th July 1996

School's Unique reference number: 111286

Headteacher: Mrs Lynda Herrick

Inspector's name and number: Christine Hustwick D.C.R.R.

School context

Huxley school is a very small Church of England primary school situated in a rural village near Chester. The school was founded in 1851 through the generosity of local benefactors, and it has been providing education for its community since 1853. The school is part of a federation of ten small schools in its geographical area.

Summary Judgement

Huxley Church of England is a very good church school with many strengths. At its core is its Christian ethos which permeates school life.

Established strengths

- Inspirational leadership underpinning all that is the school, whose vision and commitment shapes the school
- Positive working environment enhanced by outstanding displays of pupils' work and artefacts
- Dedicated staff committed to the ethos of the school in raising standards to produce healthy, happy children
- Parental involvement in the school

Focus for development

- Governing body to review effectiveness of their roles and responsibilities and produce a framework for an effective strategic group to drive the school forward in the provision of the best education of the pupils and the successful development of the school
- The development of the environmental features of the exterior school environment, which will include a quiet area for reflection, as a crucial element of impact on the spiritual dimension of the school.

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

The school is very good in meeting the needs of all learners through its distinctive Christian character.

The school makes very good provision for all its learners, giving careful attention as to how this can be achieved across the two Key Stage classes. The pupils feel affirmed and valued in all that they do by the positive atmosphere and good relationships within the school, which enable the children to feel secure.

Pupils take pride in their work and are eager to do well as a result of the outstanding learning opportunities and positive attitudes; there is an atmosphere of trust and confidence reflecting the Christian ethos of the school. Responsibilities within the school community are initiated through the work of the school council; the school develops the pupil's awareness of the wider world through partnerships with other schools and local businesses.

The richness and diversity of sports, art and modern foreign languages encourage enjoyment, either by learning or competition through its federation with other small schools, and its provision enables relationships to be formed with other members of the surrounding rural communities. Confident and eager learners take advantage of all opportunities provided for learning through exemplary teaching, and effective use of specialist teaching across the curriculum. Educational visits and extra curricular activities enhance school life.

Relationship within the school community are characterised by Christian care,

concern, and respect for others.

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

Collective worship has a good effect on the school community.

Worship plays an important part in the life of the school and is seen as a key part of the Christian witness of the school. Pupils enjoy worship and participate with enthusiasm and enjoyment. Links with the local church are made through the involvement of the clergy. Worship is consistently recognisable as Christian and honours the Anglican tradition.

There is a positive response from all involved in worship, which is well planned and relevant; the school refers to other faiths throughout displays in the school and is mindful of the belief and traditions of other faiths. The positive impact of the children's moral and spiritual development is seen through the relationships within the school; the reflective nature of quiet time; and in the understanding of moral issues through teaching, learning and experience during worship and throughout the school day. How positive is the experience of worship? How does worship meet the needs of the pupils?

'It makes a difference to you as a person'. 'It is a strength knowing Jesus.' 'Knowing that Jesus likes everybody helps you to remember to take care of each other'. 'It makes a better school.'

'We pray for forgiveness because in the Bible it says 'love your enemies' because they don't have faith'.

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

Leadership and management of the school as a church school are very good.

The quality of leadership is outstanding and contributes immensely to the success of the school as a church school. Parents endorse the Christian ethos of the school and the impact it has on their children through its positive ethos. The pupils have a strong sense of identity, including learning within a caring ethos which gives the pupils not only appropriate responsibilities within the school, but also a well rounded education. Pupils develop a strong sense of responsibility for themselves and each other.

The governing body work well for the school but all need to be aware of their roles and responsibilities to provide a framework for not only strategic planning but also corporate contribution to the school.

Responsibilities are clearly delegated to all staff, enabling the head teacher to fulfil a significant teaching commitment.

Parents and pupils are consulted on a regular basis as part of the self evaluation process.

The implementation of Christian values within this school is by example and expectation from the head teacher, who is a role model for all that is Huxley school, teaching tolerance for all, respect and honesty, tolerance of the different and the difficult and the acknowledgement that children will experience the worst and best of human life. This, coupled with an inclusive and balanced curriculum, provide an inspired approach of learning for life.

The purchase of a corner of a nearby field was enabled through good community links. This land is to be developed by the pupils as an environmental learning resource, which will include a quiet place for peaceful reflection.

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