

## National Society Statutory Inspection of Anglican Schools Report

### Morville Church of England Voluntary Controlled Primary School

Morville,  
Bridgnorth,  
Shropshire  
WV16 4RJ

**Diocese: Hereford**

LA: Shropshire

Dates of inspection: 10 February 2006

Date of last inspection: 19 March and 24 April 2001

School's Unique reference number: 123486

Headteacher: Mrs Bavita Williams

Inspector's name and number: John Chapman

#### School context

Morville is a small three-class rural VC primary school with 53 pupils. Most children travel several miles to school. There is a broad range of ability. The head and staff have all been appointed within the last three years. Excellent use is made of the older buildings and the school's external environment.

#### Summary Judgement

As a school with a distinctive Christian ethos Morville is outstanding. It is extremely well led and there are excellent opportunities for pupils' spiritual and cultural as well as academic development. Worship and leadership and management are outstanding. The school's vision statement, collectively written, refers to "preparing for a confident future by enriching and enjoying today", and underpins all the school's activity. There is a holistic approach to child development and education.

#### Established strengths

- The outstanding leadership of the head teacher, ably supported by all the staff, which underpins the Christian life of the school
- The holistic approach to both child and staff development and education
- Children demonstrate an eagerness to learn and easily make connections between different aspects of their learning
- Worship plays a significant part in school life and is integrated into the rest of pupils' school experience
- The parent body and the governors are supportive and effective influences on school life.

#### Focus for development

- The head, along with staff, should use the new CE Self Evaluation Form as a developmental INSET tool in the next year
- The prospectus, whilst accurate, needs to better reflect the Christian ethos of the school, and the nature of the experiences available to pupils
- The governors should, at least once a year, have an item on their agenda which specifically relates to their responsibility for the distinctive nature of a church school

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

The School, through its Christian character, meets the needs of all learners in an outstanding way

The school makes excellent provision for the needs of all learners. Children, through their work, comments and observed behaviour, leave no doubt that they are individually valued and special, and that they typically regard each other in the same light. Respect and calm pervade the school. "We are a no-shouting school" they said. Younger pupils can take any problems to older pupils if they wish who often sort them without recourse to adult help. Lessons are thoroughly task-orientated and high academic standards are demonstrated by careful written work, enthusiastic attention paid by pupils, and stimulating displays of work. Spiritual, moral, social and cultural education is excellent. The environment, both inside and outside the buildings, reflects the school's vision and the centrality of spiritual and cultural development. A genuine spiritual learning environment impacts on all aspects of pupils' school experience.

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

The impact of collective worship is outstanding  
Worship unites all that takes place in the school, is deeply spiritual and an important part of the school's Christian witness and outworking of its vision statement. "I love it" said one pupil. Pupils help choose a prayer for the week; it is displayed in every room in the school, and said by a pupil in worship. Occasional services take place in the nearby parish church. Aspects of worship of other faiths are sensitively woven in. Through worship children experience stillness and reflection, participation, a celebration of life and an awareness of God. Because this often takes place at the end of the day, pupils are able to understand and demonstrate the coherence between worship and all the experiences of the day.

**How effective is the religious education?**

The impact of Religious Education on the life of the school is outstanding  
Religious Education teaching is of a high order. A special feature is the way RE is being developed as a key subject from which literacy, numeracy and other subjects spring. The level of understanding and spiritual perception together with the ability to apply what is taught is at times remarkable. Pupils from two classes were able (in an impromptu way) to contribute something of their morning learning to the afternoon 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 is outstanding  
The present head, through careful and collaborative planning and hard work, supported by governors, staff and parents – and indeed pupils – has transformed the school. The care and concern demonstrated for pupils (every child away ill gets a telephone call during the day to see how they are and tell them they are missed) is matched by the head's inspirational but inclusive care and management of all the adults in the school. At initial interview staff were left in no doubt of the requirement to support and enhance the Christian ethos of the school. Pupils, through their council, and governors through their meetings, training, assistance with worship and their "governor of the month" scheme contribute to the effectiveness of the school's work and ethos. As a result, the school's work is carefully planned, well-articulated – and shared with parents- and monitored.

SIAS report 10 February 2006 Morville School, Morville, Bridgnorth, Shropshire WV16 4RJ