

National Society Statutory Inspection of Anglican Schools Report

Scargill Church of England Voluntary Aided Primary School

Beech Lane,
West Hallam,
Ilkeston,
Derbyshire
DE7 6GU

Diocese: Derby

LA: Derbyshire

Dates of inspection: July 10th – 12th 2006

Date of last inspection: June 19th – 21st 2000

School's Unique reference number: 112895

Headteacher: Mrs Norma Ross

Inspector's name and number: Mrs Kate Gough 257

School context

Situated in a constantly expanding village, Scargill School is a very large primary school in Derbyshire, with 444 on roll. The building, originally a Secondary School, has been enlarged significantly to accommodate growing numbers of children. Most are from white British backgrounds. The Parish Church of St. Wilfred's is a short walk away.

Summary Judgement

This is a good church school with many outstanding features. It has clearly defined Christ-centred aims and values which are seen in practice in every area of school life. It is totally committed to the development of the whole child and recognises the centrality of quality Worship and RE.

Established strengths

- Strong leadership and committed, enthusiastic teamwork ensures that the Christian foundation of the school is celebrated and that learners flourish
- Well planned and monitored Collective Worship and RE
- Exceptional support from the Rector and Foundation Governors
- Eye-catching RE displays throughout school and other visual evidence of its Christian Foundations
- Learners are secure, happy and confident to take on responsibilities within school

Focus for development

- Establish a Planning Team for Collective Worship, drawing on expertise from church and school and ensuring continuity
- Develop a marking policy for RE to inform planning and assessment
- In partnership with the local church and Diocese, create meaningful links with the Worldwide Church
- Together with the Rector, Foundation Governors and PCC consider ways of building stronger and mutually supportive links between Church and School

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

The school, through its distinctive Christian character, makes good provision to meet the needs of all learners. The School Brochure celebrates the Christian Foundation of the school, drawing attention to the vision of its benefactor Reverend John Scargill. The recently reviewed and modified School Values and Aims place the "love of God" as an integral part of what makes the school distinctive. They clearly motivate every aspect of school life. Though the school is large, there is a family atmosphere and individual's needs are met, including those with special needs or from different cultural or religious backgrounds. It is acknowledged that staff are also at different places on their journey of faith. Learners are respectful, confident and generally well-behaved and say they are happy at school. Parents appreciate the caring and approachable attitude of staff and say that any concerns are dealt with immediately. They cherish the school's Christian ethos and acknowledge the positive impact it has on their children. The school environment is bright and stimulating, has several obvious Christian symbols on display and provides areas for quiet reflection, contributing to learners' spiritual awareness. There are some opportunities for prayer during the day, though this is not consistent throughout the school. The Rector leads a time of prayer for staff in school each half term.

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

The impact of Collective Worship on the school community is outstanding. Worship is the heartbeat of the school and sets the tone for the day. Ofsted identified that it "makes a good contribution to pupils' spiritual growth and promotes a strong sense of community." It is a special time for both adults and children and there is recognition that each individual is at a different place on a spiritual journey. Sensitivity is shown to those who feel unable to participate fully. School documents clearly indicate the centrality of worship and parents appreciate the impact it makes on the school ethos. They comment that children often talk about individual times of worship at home. All teaching staff and some TAs attend and are growing in confidence in leading acts of worship. They are supported by the Co-ordinator whose passion for her role is infectious. Worship is particularly well resourced and planned but lacks continuity. Learners express enjoyment of school worship which is demonstrated through their attentiveness, reverence, thoughtful responses, confident participation and exceptionally enthusiastic singing. Learners are actively involved in helping to prepare for, and lead worship through drama, readings, prayers, music and dance. The Rector is involved with planning and leading worship each week in each key-stage and is a skilled communicator. Acts of worship contain some distinctively Anglican elements, including a liturgical greeting, as well as some from other traditions. Opportunities for quiet reflection are regularly provided and the Rector invites the school community to a time of Seasonal Reflection in church at Christmas and Easter. On one occasion the response was reflected in an almost silent walk back to school!

How effective is the religious education?

The effectiveness of religious education is good. RE has a high priority in school and makes a major contribution to the Christian ethos and the spiritual and moral development of learners. Schemes of work comply with the Derbyshire Syllabus and are followed throughout school. Non-specialist teachers are fully supported by the excellent RE co-ordinator who plans meticulously and ensures that lessons are fully resourced, even recommending the type of Bible to use in each year group. Most learners display impressive subject knowledge but there is still some imbalance between AT1 and AT2. There is an acknowledged and urgent need for an effective marking policy. The co-ordinator and a Foundation Governor monitor RE throughout school. Parents are well informed of progress and content. Most learners expressed interest in and enjoyment of RE and felt it was important to learn what Christians and others believe. Many were confused about the differences between other faith traditions. RE displays are plentiful, from the Foundation stage through to KS2, including some demonstrating cross curricular links, for example, a display of different houses together with prayers thanking God for our homes.

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 Head-teacher, staff and governors work as a team to create a happy and successful church school which is well respected in the wider community. Foundation Governors are effective in ensuring that the school's Christian Foundation is celebrated and that the distinctive ethos is maintained; an annual review has been established. Staff support and promote the school Aims and Values. The Rector is a valued friend and encourages church members to prayerfully and practically support the school whenever possible. This is an area for development. Parents and learners opinions are sought and their responses are considered and acted upon where appropriate. The RE and Collective Worship co-ordinators are practicing Christians and show outstanding commitment to their roles and responsibilities. RE is regularly identified on the SIP and there is a commitment to continue to provide appropriate opportunities for Inset on issues relating to the schools Christian Foundation. Support from the Diocesan Education team is valued.