

National Society Statutory Inspection of Anglican Schools Report

Weston-under-Penyard Church of England Voluntary Aided Primary School

Weston-under-Penyard,
Ross-on-Wye,
HR9 7PA

Diocese: Hereford

LA: Herefordshire

Dates of inspection: 21 March 2006

Date of last inspection: 22nd & 23rd March 2001

School's Unique reference number: 116918

Headteacher: Mr. B. Bird

Inspector's name and number: Mr. T.R. Sharples

School context

Weston under Penyard CE School is situated in a rural location and serves a community drawn from surrounding villages and the nearby town of Ross on Wye. The school has 82 pupils and is well supported by its PTFA and local Parish Church.

Summary Judgement

Weston under Penyard is a good school which has made great improvements in recent years and is well placed to continue this excellent progress in the future. The children are lively and well behaved; the whole school having an industrious atmosphere.

Established strengths

- The ability to respond to perceived needs of the learners and to advice swiftly and effectively as in the school's prompt response to the latest OFSTED findings through enhancing the literacy element of R.E. lessons.
- Imaginative use of space for work, play and reflection.
- A committed and able team of teachers, governors and others staff with the ability to lead the school on to further improvements.

Focus for development

- A reappraisal of worship to reduce the purely didactic element and enhance the opportunities for spiritual growth.
- A review of teaching and resources for RE to take greater account of the needs of the most able learners in this subject.

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

Through its Christian character the school is good at meeting the needs of all learners.

Both children and parents speak of the school as being a safe and significant place, the learners – in particular the youngest – clearly feel comfortable in school and enjoy their learning activities. The school works hard to create a stimulating environment with displays which celebrate children's work and give chance for spiritual pause. The limited space available has been developed very carefully to provide many opportunities for learners' development. The school has also created a range of links with the local community and other bodies to provide access to gym/P.E. facilities and leadership training which play a significant role in the life of the school. Members of staff have very good relationships between each other and with the children which makes for a very positive environment for learning, this is apparent in the lively and caring atmosphere found in the classrooms.

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

The impact of collective worship on the school community is good.

The Children talk of the worship with interest and enthusiasm and show a genuine interest in being involved; and especially the more unusual activities involving visitors. They are pleased to join in worship through readings, prayer and music. Despite these positive elements the children talk of worship mostly in terms of learning, disassociated from spiritual experience, as if the act of worship were another lesson. Worship is planned according to 'content' themes and this leads to the potential for over didacticism in acts of worship. There are significant links to Anglican practice especially through the liturgical calendar and worship which takes place in church. In line with Governors' intentions the pattern of worship reflects the

broadest church practice and includes inter-denominational links, in particular through the involvement of a significant number of visitors. Visitors from other countries help the school with the range of multi-cultural experiences that can be offered to the children. Aspects of worship are not confined to the daily acts of worship, prayers are said at mealtimes and included in R.E. as appropriate, for example in the interactive Western Wall display in the yr1/2 classroom.

How effective is the religious education?

The religious education in the school is good

The teaching fully follows the local agreed syllabus and is supplemented with activities from the local clergy which gives a rich and varied experience for the children. Activities in R.E. are well planned and give some opportunities for spiritual reflection such as in the use of the word 'shalom' at the beginning of a lesson on the Seder meal. Teaching is supported by some engaging displays which include appropriate ranges of written sources in classrooms, which the children are encouraged to make use of in research tasks. The children respond warmly and enjoy their work and tasks are differentiated; however the more able children are not given as many opportunities to develop their knowledge and expertise as far as they can.

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 outstanding.

The Governors and Headteacher have evolved and share an outstandingly coherent vision of the school's potential development. This has borne fruit as seen especially in the school's prospectus, the remodelling of the hall and, most recently, the recognition of the need for the headteacher to have sufficient non-teaching time to lead the school effectively. The distinctively Christian character of the school is considered as part of all developments through the work of the foundation governors. The headteacher has a firm grasp of the needs of the school and he is well supported by an enthusiastic and able team of staff and governors. The parents and children are encouraged to participate in developments in a variety of ways including questionnaires and classroom involvement. This participation is soon to be extended by the imminent creation of a school council.

SIAS report March 2006 Weston-under-Penyard Voluntary Aided Primary School
Weston-under-Penyard, Ross-on-Wye, HR9 7PA