

National Society Statutory Inspection of Anglican Schools Report

Barwell Church of England Voluntary Controlled Junior School

High Street,
Barwell,
Leicester,
LE9 8DS

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 10th July 2007

Dates of last inspection: 22nd November and 3-6 December 2002

School's unique reference number: 120113

Headteacher: Mrs Brenda Davies

Inspector's name and number: Gail Forryan 211

School Context

Barwell is an average sized junior school with 235 children on roll. The school draws children mainly from the village of Barwell which has some areas of social and economic disadvantage. Numbers of children in the area are declining and the school has had to reduce the number of classes. Attainment on entry to school is judged to be broadly average on entry and children reach above average standards by the time they leave.

The distinctiveness and effectiveness of Barwell as a Church of England school are good.

Barwell Junior School is strongly committed to its Christian foundation. It lives out its vision in practice, and its distinctive Christian ethos is evident throughout the school. Relationships across the school are very good and there are positive links with local churches and the local community.

Established strengths

- Very strong commitment to the school's Christian foundation and the Christian values that permeate the school's mission and practice.
- Outstanding leadership by the Headteacher and the success of devolved leadership throughout the school.
- Strong links with local churches and Family Learning Support Services.
- Excellent relationships at all levels.

Focus for development

- Extend children's knowledge of the anglican traditions and the anglican church year.
- Consider how the achievement assemblies can be made into true acts of worship at all times.
- Further develop the use of short periods of stillness and quiet reflection during worship.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

The school has a caring Christian ethos and is highly effective in promoting the development of all children's qualities and achievements. The school is inclusive where all are valued and special. In particular a successful partnership has been built between home and school with funding and support by the Family Learning Support Services. Reaching out to parents, and in particular to fathers, has given confidence to them to commit and invest in their children's futures. The school council, helpers and the assembly squad demonstrate good opportunities for the children to take on responsibility within the school community and help prepare them for continuing education and adult life. The children show a high degree of service towards the wider world through charitable support, e.g. donating harvest gifts to the elderly, Rainbow Africa, Breast Cancer Care and Hinckley Toy Appeal. Children say they are treated with respect by all members of the wider staff team and they know who they can

turn to when it is needed. Both teaching and non-teaching staff contribute to the high levels of pastoral care and this is to be commended. High academic expectations are founded upon individual children's needs and strengths with systems being in place to award each child's achievements and to celebrate success. The school provides curriculum enrichment in a variety of ways including a creative curriculum, a comprehensive range of extra-curricular activities and with visits and visitors to encompass the multi-cultural aspect of their work. The displays and focal points in the school hall and around the school are very good visual notification of the Christian ethos. These include a large wooden cross, a display showing the text of the Lord's Prayer, framed scenes of children's art depicting Noah's Ark and a wonderful piece of artwork as a memorial in remembrance of a past member of staff.

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

Acts of worship are well planned, cover a range of Christian values and themes, and are presented in a thoughtful and enjoyable way with clear links to religious education and church services. The children say they like to see all the teachers taking assemblies because they like to hear different ways that stories are told. They particularly enjoy hearing the collection of 'mouse tales' and the messages that are given. On occasions the children read their own prayers and say the Lord's Prayer. During worship the school could usefully develop short periods of stillness and quiet reflection. The Leavers' Service held at the local church during the inspection was reflective and engaging, offering the children the chance to 'look backwards and forwards'. The children were involved in reading their own poems and in writing and being involved in small sketches. The active links with the local incumbent and the children's worship team from another church are appreciated and enjoyed by the children and the staff. The school's effective self-evaluation has identified that they would like to extend children's knowledge of the anglican traditions and the anglican church year. The school has identified the need to consider how the achievement assemblies can be made into true acts of worship at all times.

The effectiveness of the leadership and management of the school as a church school is outstanding.

The leadership of the headteacher and school demonstrates an excellent working partnership with a committed and supportive governing body, which involves the whole staff team in devolved leadership. The school's effective and accurate self-evaluation is based on comprehensive monitoring and evaluation. The use of the diocesan toolkit is very secure in identifying areas for future development and improvement. Parents feel they are fully involved in the life of the school, with an active Friends of Barwell Association and appreciate that their views are sought in questionnaires and acted upon. The strong emphasis on the creative curriculum gives every individual the opportunity to experience success.

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