

National Society Statutory Inspection of Anglican Schools Report

Barwick in Elmet Church of England Voluntary Controlled Primary School

Chapel Lane
Barwick in Elmet
Leeds
LS15 4HL

Diocese: Ripon & Leeds

Local Authority: Leeds 121472

Date of inspection: 24th. November, 2009

Date of last inspection: 11th. January, 2007

School's unique reference number: 107987

Headteacher: Mr P Doherty

Inspector's name and number: Barbara Leggott

School context

Barwick in Elmet Church of England Voluntary Controlled Primary School has 149 pupils, the majority of whom are of White British origin. Approximately 3% of pupils are from non White British heritage. Most pupils are from the immediate village locality. There have been few staffing changes since the last inspection. Years 4, 5 and 6 pupils are taught in mixed age classes.

The distinctiveness and effectiveness of Barwick in Elmet Primary School as a Church of England school are good with some outstanding features.

The headteacher and the deputy headteacher ensure that the Christian ethos is at the heart of the school community. There is a shared vision to give all pupils a sound preparation for their future lives by providing a caring and supportive Christian environment. Since the previous inspection the school has addressed areas identified for development. However the role of the governors still needs to be developed.

Established strengths

- Strong commitment and shared Christian vision of the headteacher, staff and governors
- Imaginative and varied acts of collective worship, with a clear focus on the Anglican tradition
- Effective partnerships with the local community and parish church
- Positive relationships between all members of the school community

Focus for development

- Develop effective systems to enable all members of the school community to be involved in planning, leading, monitoring and evaluating collective worship
- Increase opportunities for pupils to learn from and to learn about people from a range of faiths and cultures
- Extend opportunities for discussion with pupils about Christian values and their importance in pupils' spiritual, moral, social and cultural development

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

There is a strong Christian ethos in the school, with Christian values apparent throughout in the excellent relationships between all members of the school community. The Christian character is portrayed through a stained glass Madonna and Child in the entrance and other

Christian artefacts used during Collective Worship. Parents value this Christian character saying that it provides a 'good starting point for growing in faith.' Parents also welcome the way older pupils are very supportive of younger pupils, and the way playground buddies support their peers at times of need. Pupils are proud to belong to a church school and were keen to point out the school badge, embroidered with the local church and their school's name, which is worn 'over our heart!' One child felt that people 'get along together more than my other school.' Pupils speak highly of their teachers who 'do really well at their jobs – they get round everybody.' Pupils are keen to show how well they know the Lord's Prayer and explained how they had been invited to observe two former Muslim pupils at prayer. This had enabled them to understand that people have different ways of practising and expressing their faith. Other pupils had shared in the customs and traditions of the Muslim pupils. Pupils have some awareness of other faiths but at present this is underdeveloped. The school now needs to take measures to ensure that pupils' cultural development is further enhanced. The school prepares learners well for their role as responsible citizens, through their involvement with 'Global Summit' and their support of many national and international charities, including the Shoe Box Appeal and NSPCC. Pupils are encouraged to develop their spiritual awareness through reflecting on issues raised during Collective Worship. Parents express their appreciation of the schools "open door" policy, where issues are very quickly resolved. The Christian character of this school has a positive impact on the learners' understanding of their role in local, national and global communities.

The impact of collective worship on the school community is good with some outstanding features.

Worship is given a high priority. The headteacher led a very good act of worship where the story of David and Goliath was linked to anti-bullying week. Pupils, and a member of staff, were invited to take part in role play and all pupils were totally absorbed. Pupils were invited to reflect on anti-bullying issues. The head teacher used a well known story from the Old Testament and made a link with present day issues raised in anti-bullying week. Pupils were then asked to think of a time when perhaps they had been unkind to others or had been the victim of other people's inappropriate behaviour. This time of reflection was followed by prayer. A very effective focus for worship was centrally placed, with an embroidered cloth, its colour reflecting the season of the church's year, a wooden cross and a lit candle. Pupils are aware of the significance of the colours and to the relevance of the other Christian symbols on the table. There is a clear distinction between the act of worship and school notices. The vicar leads worship several times each term and always uses a traditional Anglican greeting, 'The Lord Be With You' and pupils respond 'and also with you.' Learners' experience of a range of Anglican traditions and practices is an outstanding feature of Collective Worship. A recent focus on the Lord's Prayer has encouraged pupils to reflect and respond to each section. As a result of this, pupils have a clearer understanding of the meaning behind the prayer. Pupils and staff attend a Eucharist at All Saints' Church at the beginning and end of each school year and Y6 pupils are given a polished stone with a Christian symbol when they leave. The school grounds are also used for worship, especially during Lent and Advent. Pupils are encouraged to take part in collective worship by engaging in role play to bring stories to life and by singing of hymns and joining in prayers. They also set up the hall for worship, but they are not involved in planning, leading or evaluating. Most collective worship is planned and led by the headteacher or deputy headteacher, who also carry out informal evaluation. The governors are not currently involved in monitoring or evaluating worship.

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

The headteacher, governors and staff firmly support the Christian ethos of the school. The headteacher, deputy head and governors have a shared vision to provide a rounded education for all pupils, in a caring, supportive and distinctively Christian environment. Since the previous inspection the school has improved links with the local church and the village community by holding Christmas and Easter pageants (including "Jerusalem Joy"), holding school Eucharists in All Saints' Church at the beginning and end of each school year and creating stronger links with the cathedral. The governors are committed to supporting the school. The recently appointed vicar works closely with the school community. Parents value

the links with the church and the local community and the way pupils are encouraged to take on responsibility, particularly the older pupils helping the younger ones. Parents feel that pupils' needs are appropriately met, to enable them to flourish as individuals. They all appreciate the approachable nature of all staff which ensures that any issues are quickly resolved. One parent said she feels 'extremely lucky' to have her child at this school.

SIAS report 24th November, 2009, Barwick in Elmet C. of E. Primary School, Chapel Lane, Barwick in Elmet, Leeds, LS15 4HL