

National Society Statutory Inspection of Anglican Schools Report

Charlesworth School Church of England Voluntary Controlled Primary School

Long Lane
Charlesworth
Glossop
Derbyshire
SK13 5ET

Diocese:	Derby
Local authority:	Derbyshire
Dates of inspection:	January 30, 2009
Date of last inspection:	January 2006
School's unique reference number:	116877
Headteacher:	Miss Susan Gate
Inspector's name and number:	Mr Kerry Palmer (60)

School context

This smaller than average school was formed by the amalgamation of two denominational primary schools some years ago. The traditional buildings have been well adapted for modern education and are very well resourced, including a variety of interesting outdoor areas. However, a main road and five minutes walk physically separates the infants and juniors. The children, almost all of white British heritage, come from the village and beyond; there are a variety of socio-economic backgrounds; levels of ability on admission are around the national average. The school has achieved a variety of national awards in recent years in its pursuit of excellence.

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

Charlesworth School succeeds in its mission to provide a '*...motivating environment, where each child is nurtured and valued as someone special.*' Gospel values are implicit in all aspects of school life.

Established strengths

- Clear, professional and committed school leadership and management that commands the confidence of stakeholders.
- A strong and active partnership between school, churches and community.
- Detailed, relevant and exciting planning for worship and religious education.
- The commitment of local Christian Churches to work together in supporting the development of the school's Christian distinctiveness.

Focus for development

- Enhance spiritual development by offering pupils regular opportunities for prayerful reflection in worship and the classroom.
- Provide opportunities for increased variety and range of pupil participation in worship.
- Involve foundation governors in the ongoing review and update of the self-evaluation toolkit and relevant sections of the school brochure.

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

Small cohorts and generous staffing contribute to warm, close relationships. Each child's personality and abilities are known well, consequently, they respond with confidence and enthusiasm to appropriate challenge in the classroom, resulting in good levels of achievement from all abilities. Less able pupils are supported with compassion and professional skill, whilst additional projects stretch the more able. Children respond well to high expectations and positive incentives; the opportunity to sit on the 'golden table' is prized! The school makes positive and effective efforts to overcome the ways in which a split site inhibits cohesion. Opportunities for children of different age groups to interact are built into very popular whole school days and Monday Club, *'It's great doing activities with the little ones,'* a Y6 boy commented. The house system and joint worship at church also help bond the school family, *'I love to see their smiles when they're singing together,'* said a mum. Social, moral, cultural and spiritual development is at the core of the curriculum and is enhanced by good quality religious education teaching. However, learning from RE is not as well established as learning about RE. An excellent range of enrichment activities, within and beyond the curriculum bring children from throughout the school together and help them discover and develop their skills and talents. Children display respect and concern for each other; they work and play co-operatively with patience and sensitivity. The school actively encourages the children to be outward looking and aware of big issues. They speak with concern about Atieno, a girl in Kenya that the school has supported by the children's efforts, for a number of years. Children find out about, empathise with and raise funds for a number of charities and good causes. For example they chose to support Oxfam in place of a Christmas party. *'I like helping others because we're so lucky,'* one said. Differences are understood; pupils are taught about and accept other faiths and cultures with respect. Despite the split site, staff support each other and work as a team. Christian artefacts can be seen around the school and RE displays are prominent in each classroom.

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

Worship plays an important place in the life of the school; pupils enjoy and learn much from it. *'My five year old told me to remember that Christmas is about Jesus not just presents!,'* a parent commented. Well planned themes are delivered by all staff supported by a diversity of regular visitors. Children love Captain Alan's songs and talk enthusiastically about the youth led drama activities *'and they always have a Christian message!'* one observed. Infant worship observed, successfully engaged pupils in lively action songs and reflective prayer that focussed on God's wonderful world. Regular review and development includes feedback from pupils. This has prompted an increase in active participation and the use of their own prayers and identified the need for more drama and a wider range of songs in worship. Parents appreciate the opportunity to join Open Worship with the children each week, and they join in not just watch! *'Since worshipping with school, I've wanted to go to church more,'* said one. Older pupils learn much from preparing whole school festival services held in each of the three main denominational churches. This gives them a good insight into Christian diversity within Churches Together. The growing united support for the school from local churches is to be applauded.

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

Since the last inspection, the current headteacher, and leadership team have led many positive developments. They are rightly proud of the school's strong Christian ethos and values that underpin all its work. These strengths are recognised and justifiably extolled by parents and visitors. However, the explicit link to the example and teaching of Jesus is not always made clear. The RE and worship subject leader is well informed and works hard to ensure that planning, delivery, resourcing and evaluation of collective worship and religious education is effective including an appropriate development section in the school improvement plan. Foundation governors, representing the Anglican, Methodist and Congregational communities work well together, The forthcoming 'Pancakes & Praise' family event being one example. They have much to offer the school as it explores further its Christian distinctiveness. The school actively involves itself in the life of the community. The neighbouring church uses the school building for Sunday School and will hold a weekly

school club during Lent. Good use is made of diocesan support and training; a recent staff meeting explored 'Christian Distinctiveness'. Parents say that the school 'goes the extra mile', providing an excellent education and a foundation of clear Christian values which help their children flourish. The parent of an infant child, recently moved to the area from Germany spoke movingly about the care and kindness of staff and children for her son as he settled in. The school's current self-evaluation is secure and the potential for further growth good.

SIAS Report – 2009 – Charlesworth School (Voluntary Controlled Primary) SK13 5ET