

# National Society Statutory Inspection of Anglican Schools Report

## Hale Church of England Voluntary Controlled Primary School

Hesketh Road  
Hale Village  
Liverpool  
L24 4AN

**Diocese:****Liverpool**

Local authority:

Halton

Dates of inspection:

8<sup>th</sup> October 2007

Date of last inspection:

27<sup>th</sup> November 2003

School's unique reference number:

111294

Headteacher:

Miss J Priestley

Inspector's name and number:

Revd Denise Williams (527)

### School context

Hale is a smaller than average primary school on the outskirts of Liverpool. Pupil numbers have fallen in recent years and come from varied backgrounds beyond the village. The proportion of pupils entitled to free school meals is below average as is the proportion who have learning difficulties and/or disabilities. Almost all pupils are white British. The school has a National Healthy schools award and a silver tasty tuck award.

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

The Christian ethos of love, respect and courtesy pervades the whole life and work of the school. This provides an effective support for pupils and staff alike in their personal development. The learning environment promotes good spiritual and moral growth within a friendly and happy community. There are good opportunities for pupils to develop a clear understanding of Christianity and a personal faith.

### Established strengths

- Pupils achieve well and enjoy school and the school's aim to develop 'the whole child' is clearly evident in practice.
- Relationships are outstanding and learners willingly work together and are proud of their school.
- The warm, welcoming and caring inclusive nature of the school.
- Good links exist between school, Church and local communities.

### Focus for development

- Establish strategies to enable all stakeholders to have a greater involvement in monitoring and evaluating the impact of the school's work as a Church school.
- Develop opportunities to show the Anglican distinctiveness of the school to ensure a greater understanding of its tradition.

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

The Christian ethos fully supports the daily life of the school. All pupils feel valued as individuals and this supports them making good progress as learners. Their uniqueness is recognised and every person is nurtured. Posters around school encourage learners to 'understand the similarities and celebrate the differences' and 'Be cool-Be you' The high quality of relationships across the school has a positive impact and the personal development of all pupils is outstanding. Pupils are expected to behave well. Older pupils thrive on responsibilities and are extremely reliable playground buddies and exceptional role models to the younger children. In the playground they spot the lonely and the sad at the 'buddie stop'.

As a result of this younger children feel safe and secure and settle well into school life. The atmosphere around school is calm, relaxed and joyful: fostering pupils' spiritual awareness. The Foundation class when invited to be still and calm and reflect before they began the lesson responded well. Another class had music playing quietly to help them reflect on prayer in RE lesson. Pupils and staff show great concern for the wider community and have good links with the church. The vicar is actively involved with the work of the school and supports and enriches the curriculum through quality teaching and effective assemblies each week. Pupils contribute to the parish magazine; attend the annual act of Remembrance at the cenotaph; visit the local church and the Cathedral; are involved in Harvest distribution and charity fund raising.

### **The impact of collective worship on the school community is good**

Worship plays an important part in the life of the school. Care and effort is taken to ensure acts of worship are special and take place in a quiet and reflective atmosphere. They are well planned and monitored and evaluated informally. Appropriate music is played as the children enter creating a relaxed atmosphere. Older children escort younger children watchfully demonstrating the caring nature of the school. The lighting of candles signal the prayer time and encourages personal reflection. Children are led to understand the value of prayer in their own life and in the lives of others. Prayers are offered for the local community and for others and the Lord's Prayer is said thoughtfully. The school council were enthusiastic about prayers being offered on a previous occasion for the birth of a new baby to one of the members of staff. The theme observed was the Harvest and the need to share what we have with others less fortunate than themselves. Pupils participated in the sharing of bowls of rice and experienced the unfairness and injustice of the consequences of greed. Pupils are involved in worship in class assemblies and also in Church for major festivals including a school Eucharist. They recognise the contribution such occasions make to their spiritual growth and understand the significance of the bread and wine. Prayers are seen as a natural practice for a Christian community and were the topic for teaching through RE in Key Stage 2. Prayer was extended into a practical session by making a prayer 'rock' to remind them to pray each day in the morning when they put their feet out of bed and touch it with their toes and in the evening when it is waiting for them on their pillow. Other good links with worship and with literacy were made in Year 5 through some Biblical criticism, when pupils were surprised to learn that Jesus did not speak English. Prayers are said each day in class before lunch and at home time. Links with the local church and the Diocese are developing pupil's understanding of Anglican distinctiveness and traditions. The vicar and staff have ideas to strengthen these links. These must be shared with all stakeholders to enrich the Anglican distinctiveness of the school.

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

The Headteacher is committed to establish the school's Christian purpose and mission. Pupils, governors and staff are valued. The Christian character has an important profile in staff appointments. Staff understand the Christian character of the school and are able to contribute to the ethos. Relationships between all members of the school community are outstanding. Links with the parish church and community are highly effective and productive. Most of the monitoring and evaluation processes in place for self evaluation of the school's distinctive character are informal or by word of mouth and not recorded. This undermines their effectiveness and consistency of practice. To ensure a greater understanding of its Anglican distinctiveness the school needs to develop more rigorous systems and involve all stakeholders in the process.