

## National Society Statutory Inspection of Anglican Schools Report

### **Hanborough Manor Church of England Voluntary Controlled Primary School**

Reily Close  
Long Hanborough  
Witney  
OX29 8DJ

#### **Diocese of Oxford**

LA: Oxfordshire

Dates of inspection: 22 November 2006

Date of last inspection: None (new school)

School's Unique reference number: 123120

Name of Headteacher: Ms Sarah Kerswell

Inspector's name and NS inspector's number: Mrs Mari Powell 143

#### **Context**

Hanborough Manor CE School was formed six years ago from an amalgamation of the former infant and junior schools. It is of average size. The school building has been enhanced by the addition of an attractive new wing. The present headteacher took up her post in September 2006. The pupils, who come from the villages of Long Hanborough, Church Hanborough and outlying areas, reflect all ability groups.

#### **The distinctiveness and effectiveness of Hanborough Manor School as a Church of England school are good**

The ethos of the school is overtly Christian. Very good relationships are conducive to effective academic learning and to fostering pupils' personal development. Pupils are well nurtured and valued for their contribution to the daily life of the school and the broader community.

#### **Established strengths**

- The impact of the school's Mission Statement, particularly on pupils' moral and social development.
- The nurturing of pupils so that they develop a strong sense of service and giving.
- The partnership between the school, local churches and the broader community, which contributes well to the pupils' sense of identity.

#### **Focus for development**

- Build on the opportunities, which already arise, for example, during lessons in RE and PHSCE, to question and challenge pupils to articulate their views about the deeper issues of life.
- Enhance pupils' spiritual experience during school worship through providing a setting, which is more conducive to prayer and quiet reflection.
- Develop further the strong partnerships, which already exist, to provide an increasingly sharper vision for the future development of the school as a church contribution to its community.

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

The school has a deep commitment to developing and affirming the pupils' self-esteem. The support and care for individuals are reflected well in the efforts of the staff to ensure that all pupils, including those with special educational needs and disabilities, are able to access the curriculum as well as the good range of enrichment activities which are provided. The School Council clearly articulated the commitment of every pupil to the Healthy Schools and ECO initiatives and proudly accompanied the inspector to view their sensory garden. The pupils behave well and show respect for each other and the adults who help them in school. Pupils feel happy and secure, for example, in the playground where the "buddies" exercise their role with sensitivity and a high degree of vigilance.

Christian values are well reflected in the pupils' enthusiastic involvement in supporting good causes. Many initiatives are identified by the pupils themselves, well supported by the school staff, parents and members of the wider community. The school consistently fosters aspects of pupils' spiritual development. However, the potential for lessons in religious education to contribute more consistently to developing the pupils' exploration of their own feeling and beliefs and their questioning of the deeper issues of life, although broadly satisfactory, has the capacity to be developed further. One good example was heard when an older pupil, on being asked why non-Muslims should recognise the value of the Hajj to believers, replied "you don't want to hurt their feelings by not being respectful".

**The impact of collective worship on the school community is satisfactory with some good features**

Worship, as a time when members of classes or the whole school meet together, is significant in establishing and affirming the values the school seeks to promote. Pupils enter the hall quietly and listen courteously to the music. They sometime quietly join in taped hymns. They respond very positively to opportunities to help the delivery of worship. On occasions pupils contribute prayers. They say that they enjoy opportunities to read their own prayers. This is becoming an established tradition at the end of morning school, before lunch. Themes of worship are carefully planned especially those that impact upon moral development. Appropriate, elements of major world celebrations may be included alongside those that are distinctively Christian. Members of the local Anglican and Methodist churches provide invaluable support for school worship, especially in view of the fact that the local church currently has no incumbent. Worship is well led but its spiritual impact is not sufficiently supported by the environment in which whole school worship takes place. The school is aware of this and is planning, among other things, to provide focus areas for quiet reflection or a thought-provoking backdrop for a particular theme. In the same vein, the school has correctly judged that there is insufficient evaluation or recording of elements that have been particularly effective, for example, to support spiritual development.

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

The school already has a well-founded Christian vision. This is now being built upon and has the capacity to be outstanding. The headteacher, staff, governors, very well supported by the local community, are identifying ways of building upon existing strengths. The school community is very sensitive to the views of governors and parents and appreciative of their contribution to the life of the school. Equally, members of the local community value the impact of the school on local life. The school reciprocates by welcoming local involvement in its activities. Pupils contribute in many ways, such as helping at community lunches. Local people provide teaching support at school and embrace its many good causes. The governors diligently monitor and evaluate school provision. It is already a mature and confident place of learning, now ready to embark on a more challenging partnership as its members plan for the future needs of the pupils.