

## National Society Statutory Inspection of Anglican Schools Report

### Onny Church of England Voluntary Aided Primary School

Onibury  
Craven Arms  
Shropshire  
SY7 9AW

#### Diocese: Hereford

Local Authority: Shropshire  
Date of Inspection: 12<sup>th</sup> June 2007  
Date of last inspection: 2<sup>nd</sup>-4<sup>th</sup> March 2004  
School's unique reference number 123560  
Headteacher: Mr. Philip Dale  
Inspector name and number: Mrs. Christine Murray-Watson 335

#### School Context

Onny is a village school housed in a Victorian building with modern additions. There are currently only a very few families in the catchment parishes of Onibury and Bromfield with children of primary school age. A high proportion of learners arrive in school with special educational needs.

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

The school has made a realistic assessment of its many strengths.

#### Established strengths

- Consistent and very effective commitment of all staff to the well-being and personal development of all learners
- Good and supportive relationships between staff
- Good support from local Vicar
- Care and support of learners with special educational needs

#### Focus for development

- Promote more opportunities for learners to devise and shape their own acts of collective worship
- Further develop a workable system to assess attainment in Religious Education

#### **The school, through its distinctive Christian character, is meeting the needs of all learners well.**

The level of care and support for all learners is exceptional. As a result each child that comes to the school quickly gains confidence and feels valued. The school's emphasis on fairness, caring and sharing and the mixed age groupings where older children take pride in looking after younger ones gives a benevolent family feel to the school community. As a result individuals flourish both in their personal development and academic progress. Faith based moral values and a sense of wanting to do the right thing are obvious elements of the school day, as is the general happiness displayed. The staff, both teaching and non-teaching, go out of their way to offer practical and emotional support to the families that come within their sphere. The recent work done to enhance the outdoor environment, including the creation of a quiet garden area, provides beautiful spaces to encourage reflection and spiritual development.

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

The whole school gathers daily for an act of collective worship. It is led by various members of the teaching staff, who actively involve the learners in drama and music to enhance the content. It is seen throughout the school as a positive and enjoyable activity, in keeping with the school's willingness to share and celebrate what each member brings to the school community. The local Vicar leads an act of worship weekly and takes this opportunity to affirm and explain the Anglican calendar and make visible the school's Anglican identity. Themes are carefully planned and are consistent with the values promoted elsewhere in the school day. The practice of a whole school gathering every day currently limits the opportunities available to learners to shape and deliver their own acts of worship and prayer, and thus make their own offering more personal.

**The effectiveness of Religious Education is good.**

The school has recently adopted the new Shropshire Agreed Syllabus and the subject is given appropriate time in each class. Discussion with a sample of learners of different ages showed a satisfactory grasp of the main elements of Christianity and those other faiths they had recently studied. The two RE lessons seen were well taught and made good use of imaginative activities to engage the learners' interest and prompt spiritual and moral development. The willingness of the learners spoken with to discuss matters of faith, and the maturity of their approach and vocabulary, are testimony to the quality of provision being offered. The local Vicar regularly leads RE lessons and they are further supported by visits to the adjacent parish church. With the recent introduction of a new syllabus, systems to assess and record what the learners know in RE, and how it applies to themselves, are not yet fully in place.

**The Leadership and management of the school as a church school are good.**

The Headteacher and Foundation Governors together promote a vision that makes the love and care shown to every member of the school community central to its daily life. This vision is consistently supported at all levels and is evidenced by the high proportion of learners with special educational needs finding a secure place in the school. All staff are actively involved in the decision-making processes and feel their views are valued and appreciated. Whether through the School Council, parental questionnaires or day-to-day contact, all stakeholders feel involved in evaluating the school's progress. Through the efforts of Foundation Governors, the Vicar and staff members, the school is increasingly making a visible and valuable contribution to parish life.