

National Society Statutory Inspection of Anglican Schools Report

Prees Church of England Voluntary Controlled Primary School

Cross End

Prees

Whitchurch

SY13 2ER

Diocese Lichfield

LEA Shropshire

Date of inspection 20th March 2008

Date of last inspection 2nd February 2004

School's Unique reference number 123494

Name of Headteacher Mr Graham Tharby

Inspector's name Marion Hillaby

National Society inspector's number 73

School Context

The school is situated within a rural location in North Shropshire, drawing pupils from the local village and surrounding areas. There are currently seven classes and a part time nursery. Nearly all the pupils are white British with a number coming from Traveller families.

Summary Judgement

Prees C.E. Controlled Primary School is a satisfactory Church school.

The link between the Parish Church and the school is very effective. The headteacher, staff and governors together have the learners' development as central, realised within the context of an implicitly Christian environment.

Established strengths

- The importance given to the school's links with the local Parish Church and its community.
- The work of the headteacher and staff in providing opportunities for the spiritual, moral, social and cultural development of the learners.
- The good relationships among members of the school community.

Focus for development

- Make the "Christian values" referred to in the mission statement more explicit.
- Include a quiet time for reflection in all Acts of Worship.
- Consider ways to ensure that recent innovations to promote spiritual development have a positive impact on the learners.
- Implement the plan of ascertaining the views of learners and their parents about Collective Worship and the school's Church School status and use the results as a focus for change.

The school, through its distinctive Christian character, meets the needs of all learners in a satisfactory way.

The majority of learners feel valued and most are making progress towards achieving their potential. The school's mission statement asserts that Christian values are built into the ethos and teaching, but explanation and celebration of how the school's distinctive Christian character impacts on the learners is not clear. Following a recent Art Day based on the local St. Chad's Parish Church there are many illustrations of the Church throughout the school building. All learners value the importance of the link between the school and the church, clearly exemplified by the school badge which is based on St. Chad's Cross. Learners are aware of recent innovations, such

as a prayer tree in the hall and a reflective area in the main reception area, but there has not yet been time for these to be embedded into the life of the school and so have an impact on learners' spiritual development. The staff and learners interact well so that there is an inclusive, supportive atmosphere within the school. The fact that the headteacher opens the "worry box" in the Hall frequently and tries to sort out problems as quickly as possible encourages learners to feel safe and secure. The School Council provides learners with opportunities to make their views known and they have some input into the choice of charities which the school supports.

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

Worship is integral to the school day and all learners attend. Planning is done on a termly basis, by the headteacher, worship co-ordinator and deputy headteacher. The vicar, who is employed on a part time basis, leads worship at least once a term although at certain times of the Church's year this is more frequent. As a result of a review of evaluations of Acts of Worship, written evaluations now take the form of a brief summary of the themes at the end of each term, written by the worship co-ordinator. The terms "Act of Worship" and "Assembly" are seen as almost interchangeable although a candle is usually lit during the worship element of the assembly. Learners spoke of how they valued the opportunities for reflection that were sometimes given to them during Acts of Worship and ensuring that a quiet time is part of every Act of Worship would further support their spiritual development. The worship co-ordinator had used the small altar table well to show seasonal liturgical colours and a range of artefacts linked to the Easter story. All learners end the school day with a class prayer. However, opportunities for learners to use personal prayer to support the development their own prayer lives is limited.

The local Church is used for services to mark the main festivals of the Church's year. All learners participated in a well rehearsed performance of the musical "Easter Children" and the older children spoke, sang and acted with confidence and obvious enjoyment. Services in Church are well attended by learners' families and the Church community, illustrating the support for the strong links between the school and Parish Church,

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

The headteacher is well supported by the governors in providing strong leadership for the school. The foundation governors take their role seriously and are pro-active in promoting the very good links that exist between the school and the Parish Church. They provide feedback on school activities to the PCC. They see their greater involvement in the school's self evaluation as a next step in challenging the school to realise its vision. The school takes advantage of the support provided by the Diocese through the work of the Schools' Advisors and governor attendance at appropriate training courses. Older learners have learnt more about the wider Church through participation in Open Door events both in Lichfield Cathedral and Shrewsbury Abbey. Although parents have been asked for their views on the school's progress this has not yet included their opinions about its Church school status.