

## National Society Statutory of Anglican Schools Report

### **The Henry Prince Church of England Voluntary Controlled First School**

Mayfield Ashbourne Derbyshire DE6 2LB

#### **Diocese of Lichfield**

Local authority: Staffordshire

Date of inspection: 14th November 2012

Date of last inspection: 29<sup>th</sup> September 2009

School's unique reference number: 124263

Headteacher: Mrs Jackie Naylor

Inspector's name and number: Rev. Alison Morris 759

#### **School context**

Henry Prince School is a small rural school situated in Mayfield on the outskirts of Ashbourne. The school has currently 41 pupils on roll aged 3-8. All pupils are White British and there are no pupils whose first language is not English. The head teacher has been in post for over three years. The school was removed from Special Measures in June 2011 following school progress. At present clergy input into the school is limited due to ill health.

#### **The distinctiveness and effectiveness of Henry Prince as a Church of England school are satisfactory**

Christian values underpin most aspects of the school's work which has some positive influence on pupil's attitudes, behaviour, progress and achievements. The school provides experiences for pupils to develop both academically and socially within a caring, secure and supportive environment. The pupils are very well behaved, happy, confident and friendly.

#### **Established strengths**

- The head teacher's significant contribution to the life of the school.
- The inclusive community which develops a nurturing ethos.
- A caring, cohesive and secure environment where pupils are happy, valued and secure.

#### **Focus for development**

- Ensure and reaffirm the Christian nature and distinctiveness of the school through a continuous review of explicit Christian values.
- Embed the formal monitoring and evaluation of collective worship through more involvement by pupils and foundation governors
- Develop more opportunities and activities to prepare pupils to live and work in a multi faith and multi cultural society.

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

Christian values underpin and enrich many aspects of school life supporting pupil's spiritual development. The school's Christian vision is understood by some pupils, staff and parents but is not explicit in terms of its Christian distinctiveness. Many pupils understand what it means to be a pupil at a church school and sometimes make the link to Christian teaching in the Bible. Pupils understand their role to be responsible citizens as shown by the range of pupil responsibilities such as school council membership and also in their fundraising activities for charities such as the British Heart Foundation. The school council affirms pupils and allows the 'pupil voice' to influence school. A good example is the introduction of the friendship benches in the playground. Good relationships exist in this inclusive school which is committed to local community cohesion. Staff are good role models reflecting the consistent implementation of school values and vision. Pupils are respectful, polite and courteous and pupils' behaviour is good supported by a code of conduct. A culture of praise and reward is present throughout the school. As a result pupils have high self esteem, are keen to attend school and are eager to learn. Pupils now flourish and are enthusiastic in a happy, secure, and calm environment. Both pupils and parents feel welcomed and valued. Pupils and parents are confident of support structures for help as issues are dealt with quickly

and fairly. Parents praise the 'family' feel of the school and the nurture it provides for all. One parent said – '*Wonderful school, like one big happy family*'. Parents believe that the personal needs of the pupils are met and that some pupils make good academic progress. Wider achievement is enhanced through extended school provision such as the *gardening club* and *street dance club*. Religious education (RE) contributes to pupils' spiritual, moral, social and cultural development. It also encourages pupils to be respectful and self aware beyond themselves. Classrooms have some Christian symbols, worship tables, artefacts and prayer corners. One good example is the *prayer house* which is regularly used. Quiet reflective spaces are used in classrooms showing progress since the last inspection.

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

Collective worship is received enthusiastically. Pupils enjoy worship and are actively engaged throughout. They are keen to sing, pray and they speak positively about worship. Prayer is an integral part of daily life well supported through the use of the *school prayer* and the *lunch time grace*. The mobile altar in the school hall acts as a focus for reflection. Use of symbolism such as a candle is enhanced with use of role play to capture the pupils' imagination in a reflective atmosphere. Worship is valued and makes a good contribution to school life and pupils' spiritual development. The school improvement plan has prioritised the importance of worship with improved resources. Worship affirms and influences the pupil's actions and behaviour making it a positive experience for all pupils. Parents enjoy and are appreciative of worship particularly where achievement is celebrated in 'Golden Worship' every Thursday. One parent said – '*My child has made huge progress which has been celebrated.*' Worship supports the purposeful learning environment. Daily worship is led by adults on a rota basis so pupils receive a variety of worship experiences. Pupils frequently take some active part in worship and provide some feedback through 'pupil voice' in the school council. Links with the local vicar ensure some Anglican traditions in worship are upheld. Planning is good based on themes taken from Christian festivals, values and Biblical teaching. Some Christian festivals such as Harvest and Christingle take place in St. John's Church. The vicar makes a significant Christian impact on the school, church family and local community. Yet the school also recognises the need to develop further the parochial link. Parents respond positively to invitations to share in worship both in church and school. However, formal evaluation and monitoring of the impact of worship by pupils, parents and foundation governors is limited.

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

The head teacher has worked with commitment and energy to further develop this church school. Both the head teacher and governors try to promote the developing Christian vision and values through a caring family environment for pupils, parents and the whole school community. Christian values of love, care, and respect provide a happy and secure atmosphere. However, the Christian distinctiveness is not explicit. Purposeful and effective systems for monitoring and evaluating the Christian distinctiveness are yet to be fully embedded. Foundation governors recognise the need to further clarify their roles and responsibilities in this respect. Religious Education teaching and learning is well managed across the school by the RE Co-ordinator. Staff are now being given some training opportunities and responsibilities for leadership roles which will produce effective school improvement and succession planning. Relationships are good between the various partnerships the school relates to in the community. The vice - chair of governors is supportive of the leadership team and the school's progress. Very good relationships exist between school and parents who are very supportive of the school. Parents refer to the harmonious school as a '*family where everyone feels welcomed, special and appreciated*'. Parental contribution to *Parent Teacher Association* and the *Wendy Club* is very much appreciated. Relationships with the community are strengthened through the *grandparent's lunch, well dressing festivities and carol singing*. Church relationships continue to be communicated through articles in the parish and community magazine. Pupils are encouraged to be aware of their world wide Christianity through their link with Kenya.

**SIAS report [November 2012] The Henry Prince Church of England Voluntary Controlled First School. Mayfield DE6 2LB**

