

National Society Statutory Inspection of Anglican Schools Report

Huyton-with-Roby CE Primary School

Rupert Road
Huyton
Liverpool
L36 9TF

Diocese: Liverpool

Local authority: Knowsley

Dates of inspection: 9th September 2010

Date of last inspection: 3rd July 2007

School's unique reference number: 104451

Headteacher: Mrs J Stratford

Inspector's name and number: Mrs L Sweeney, inspector number (tbc)

School context

Huyton-with-Roby CE Primary School is a larger than average Voluntary Aided church school which serves a socially mixed area with significant socio-economic disadvantages. The vast majority of pupils are of White British heritage. The school has received a number of awards, which include Healthy Schools, the Activemark and the Artsmark. The Headteacher took up her post the week before the inspection took place.

The distinctiveness and effectiveness of Huyton-with-Roby as a Church of England school are good

The school gives careful consideration to the needs of every child and strives to ensure that the children are nurtured and developed within the love of God. The main aim is for all to achieve their individual potential within a caring Christian community. An attitude of respect permeates throughout, resulting in good relationships between all members of the school family. There are well-established supportive links with three neighbouring parish churches.

Established strengths

- The warm and open relationships within the family of the school
- The clear and positive leadership of the RE and worship subject coordinators
- The ever strengthening links between the school, the Churches and the local community

Focus for development

- Involve all stakeholders in the evaluation of the school's distinctive Christian character
- Provide more opportunities for the children to learn about faiths and cultures other than their own
- Ensure that RE lessons include challenging content and activities to stretch the more able pupils

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

Huyton-with-Roby is a harmonious school and through its Christian character meets the needs of the children well. Love and respect for all is clearly of high importance to the whole school family. Children talked very positively about the support they are offered when faced with a problem and one child commented, "They don't give up until it has been sorted out." Christian values are implicit throughout school and are particularly evident in the high quality of care. The school has recently introduced a programme of Christian values to make them more explicit and to reinforce the Christian ethos. It is too early at this stage to assess its impact on the lives of the children. The school provides children with a good foundation in their understanding of the Christian faith. Parents state that their children's personal faith journey is "actively encouraged," and speak warmly of how this journey continues even after they leave the school. The Christian ethos permeates every aspect of school life from documentation and displays through to classroom practice. There is a commitment to develop every child's individual potential within a supportive school and wider local community. This is evident in the pastoral care provided by the school's learning mentor and the parish support worker. Children's understanding of other cultures and their role in society

beyond their immediate environment is less well developed. The foundation governors are a regular presence around school and parents are happy to approach them to discuss school developments. Local clergy members are also known to all and children often stop them for a chat as they carry out their neighbourhood ministry. The school environment celebrates its Christian foundation throughout and reflects a shared purpose which enables all to learn effectively in a well ordered community. Children are being supported in developing an individual spiritual awareness; they are provided with opportunities throughout the day to say thank you to God for their friends, families and food. Children take comfort in their relationship with God, many stated that it made them feel special and one child pointed out that, “no-one else is with you all through your life.”

The impact of collective worship on the school community is good

Collective worship is seen as a special time in the school day and has a high profile in the wider community. The children’s engagement in collective worship is good and they discuss it enthusiastically. To help the children focus music is played at the start and a candle is lit. During the prayer time the children are encouraged to either concentrate on the candle or close their eyes. “Worship makes me feel special and not alone,” one child said. The worship coordinator has a clear vision for improvement and the school now has a more cohesive approach to upper and lower school worship, which is focussed on Gospel values. On the day of the inspection adults in both key stages sensitively led children to acknowledge and reflect on their own creative talents, which provoked a thoughtful response to the creation story. Child-centred worship follows a clear structure and contains aspects of Anglican tradition. During upper school worship the Headteacher’s careful explanation of the purpose of the Grace prompted a tangible sense of fellowship as the children were encouraged to recite the words to each other. The school has carried out some informal evaluation of worship but current procedures do not involve the children. There are very close links, enhanced by the delivery of a weekly act of worship with the clergy, team workers and parish members of St Bartholomew’s, St Michael’s and Trinity Church. Children greatly appreciate the opportunity to celebrate Christian festivals through taking part in services both in school and in Church. There is often “standing room only,” as parents also view these occasions as “a highlight of the year.”

The effectiveness of the religious education is good

Standards of teaching and learning within Religious Education (RE) are good. Pupils have a well-developed knowledge of the Christian faith. Teachers and teaching assistants are ably supported by the committed RE coordinator and are able to deliver good quality well-differentiated tasks effectively which makes learning both memorable and enjoyable. Practical opportunities in a Year 3 lesson enabled the children to quickly make the link between unpopular classroom tasks and the challenges faced when being called by God. One child stated, “That’s just like how Jonah felt.” The school uses ICT, art and drama effectively to ensure that the subject “comes alive.” The Year 1 children were provided with a wide range of creative opportunities to help them understand that God created the world. They were particularly enthusiastic about a visit to ‘The Meadow’ to pick and taste apples. Children’s knowledge and understanding of the diversity of beliefs of others is limited as the RE curriculum does not provide enough first hand experiences of other cultures. Teachers are starting to make good use of assessment strategies within RE in order to produce a whole school portfolio of evidence, this successfully addresses an area for development within the last inspection. This work has enabled the RE coordinator to identify the need to ensure that lessons contain the correct level of challenge for more able pupils. There are good links between RE and PHSE to support pupil’s moral development and children and parents agree that behaviour is good.

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

The Christian character of the school is recognised and understood very clearly by all stakeholders. The Governors have systems in place to ensure continuity of Christian leadership for the school during the induction of the new Headteacher. Governors have a good understanding of their role and speak with clarity about the Christian purpose of the school. One parent governor commented that, “faith runs through the whole life of the school.” School leaders have a clear vision of how Christian values should underpin all aspects of school life. The Headteacher has rightly identified the need to involve all stakeholders in a review of the impact of this work. The school is committed to the personal,

spiritual and professional development for staff. This has resulted in the worship and RE subject leaders providing very clear direction for the school. The school's systems for evaluating its distinctiveness are not yet rigorous enough and do not include the formal involvement of the school governors. However, the school values everyone's thoughts and ideas and both parents and children appreciate the regular opportunities they are given to convey their views and are confident that they are acted upon. The children love their school grounds and the school council was particularly proud of its role in designing them. All staff see themselves as role models and work very hard in creating a warm, friendly and welcoming atmosphere. Parents articulate clearly their impression of the good relationships that exist between children, parents and staff summarised in the school's badge, "Working Together." Parents are keen to support the Christian ethos of the school because of the positive impact that it has on their children's lives, "The school gives the children a sense of community, they support each other so much."

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