



## National Society Statutory Inspection of Anglican Schools Report

### **Battleyford Church of England Voluntary Controlled Primary School**

Nab lane  
Mirfield  
WF14 9QH

#### **Diocese: Wakefield**

Local authority: Kirklees

Dates of inspection: 1<sup>st</sup> November 2007

Date of last inspection: 15th & 16th October 2007

School's unique reference number: 107728

Headteacher: Mrs Diane Pyatt

Inspector's name and number: Mr R D Masterton No. 483

#### **School context**

Battleyford CE Controlled Primary School is a large school of 405 pupils (including a nursery) that serves the Battleyford district of Mirfield, a mixed and diverse community. Approximately 10% of pupils are from minority ethnic groups and 14% are on the special needs register. The local parish church is located a 20 minute walk away (for young children) from the school across several roads.

#### **The distinctiveness and effectiveness of Battleyford Church of England Voluntary Controlled Primary School as a Church of England school are good**

Battleyford CE School provides a fully inclusive education for its pupils with a Christian ethos. Learning and teaching takes place in an environment where everyone is valued as an individual and one where good relationships nurture the confidence and maturity of the children. Children's overall development is good especially their compassion and sensitivity to the needs and conditions of others. The school can further improve by encouraging more creative participation by children in collective worship and strengthening links with the local church community.

#### **Established strengths**

- The personal development of the children who become caring and responsible members of their school community.
- The quality of leadership, management and governance that captures a committed contribution by children, staff and pupils to their work in a school inspired by Christian mission.

#### **Focus for development**

- Promote further personal development of children by encouraging their creative contribution to planning, designing and presenting acts of school collective worship.
- Extend the format of daily collective worship in ways that enable all members of the school community to benefit from the opportunity for reflection and prayer.
- Strengthen links with the worshipping community in the local parish church.

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

Battleyford CE Primary School is a fully inclusive school. It welcomes pupils from many different backgrounds, faiths and religious denominations. Parents and children both testify to its ethos of welcome and care. The school is not full and so is able to admit children who

sometimes have not been successful in other schools. At Battyeford they do well. There is a determination from managers and governors not only to develop the academic potential of each child in core subjects but also to nurture all aspects of children's development, physical, aesthetic and in other areas of knowledge. The curriculum is rich especially in those areas that promote the spiritual, moral, social and cultural development of the children. With the teaching they receive, children display excellent behaviour and very responsible attitudes to each other and to their learning. They understand and respect the Christian foundation of the school and possess a maturity of concern for each others progress, development and happiness. This is seen in the way that they think and talk about their work and through their actions, willingly undertaken, to accept responsibility for others. They support each other in school and respond to human needs elsewhere. In terms of the all-round development that the school values highly, children achieve well. Those who have had difficulties in learning speak of how the school has always helped them to overcome problems. In the Christian inspired ethos of the school, and following the rôle models of their teachers, children willingly and spontaneously help each other socially, emotionally and academically.

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

The collective worship schedule is strategically planned by the staff co-ordinator, foundation governors and the parish priest working together. Planning expertly integrates themes from a primary national strategy programme, the church calendar and traditions together with a theological perspective for worship. School staff, the parish priest, committed church members and trainee priests from the local college contribute to its delivery where it occupies a key place in school daily life. Foundation governors who undertake voluntary work in school are able to monitor its effectiveness. A range of appropriate activities is included with children participating by singing, reading, playing music and some drama. The large school is usually split into younger and older children for collective worship. Although this divides the school it does allow the style of worship to be tailored appropriately to children's ages. Acts of collective worship are supported by ideas taken back to class and a special area of the school reserved for reflection and response from children. This is a place where they can leave prayers they have written or thoughts inspired by what they have learned. Children have some vivid recollections of acts of worship, particularly those presented with flair and unusual visual aids. Children also visit the church when possible and can connect their worship in school with what happens in church. Distance prevents more frequent use of the church and contact with the adult worshipping community. Collective worship effectively complements children's religious education. Children know what key biblical events are celebrated through collective worship and are able to think about whether the ideas have validity or special significance to themselves as individuals. The Christian teaching they experience is translated directly into the thoughts and actions of the caring community. Parents of all faiths and denominations respect and value the collective worship that pupils enjoy and they join in when they can.

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

The head teacher supported by her senior managers is committed to running an inclusive and open school. This functions very effectively and staff at all levels identify with and share the aspiration of developing a caring and successful school. They work with confidence knowing that a Christian perspective will underpin all key decisions and actions. Foundation governors are very conscientious in their work to support and challenge the school. Through their unstinting commitment to voluntary work in the school, not only are they able to monitor provision, they ensure that their views and advice are incorporated into policy and practice. There is a very evident harmony of purpose between staff, managers and governors based on shared aims, an open management style and the way that everyone's views and opinions are valued especially those of children and parents. There are good links and dialogue with all the faith communities in the district served by the school and the managers try hard to overcome the disadvantage of its position a distance from the parish church. Parents see the school as special. Those of other faiths and denominations support and greatly value the character of the education it provides based on collective worship and a Christian mission.

SIAS report October 2007 Battyeford CE Controlled Primary School Mirfield