



Name and address of school	Bywell Junior School Bendigo Road Dewsbury WF12 7LX
Type of school (Infant, Primary, Middle, Secondary etc.)	Junior
Status (VA, VC or Foundation, CTC or Academy)	Voluntary Controlled
Diocese	Wakefield
LEA	Kirklees
Dates of inspection	1st May 2007
Date of last inspection	January 2002
School's Unique reference number	107706
Name of Headteacher	Paul Tonner
Inspector's name with National Society inspector's number	Alan Thornsby NSIN 137

### School context

Bywell Junior School is a large primary school on the outskirts of Dewsbury, with a large proportion of white British pupils. The school has worked hard to overcome a decline in pupil performance and has benefited from being an 'Investor in Pupils'.

### The distinctiveness and effectiveness of Bywell Junior School as a Church of England school is satisfactory

Bywell Junior Church of England School is a satisfactory church school because of the commitment to the personal and academic development of pupils, and the work to raise the self-esteem of all in school. It has successfully identified the steps needed to enable the school to embed the values seen in action as distinctive Christian values. It has the capacity for these to be securely developed on the existing foundations and good practice of the school.

### Established strengths

- The quality of the personal development of pupils
- The commitment to team work throughout the school community
- The practical implementation of Christian values that are a salient feature of the everyday life and relationships in school.

### Focus for development

- To recognise and celebrate the distinctiveness of the school as a church school and use this to inform future developments.
- To ensure there is systematic planning and evaluation for worship

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

The school has a strong ethos that is securely founded on the Christian principles of care and respect. These are seen in action in the everyday life of the school although they are not overtly identified as such. There is a supportive, safe and welcoming learning environment and the behaviour management system is based on forgiveness and a fresh start. The high profile of Investors in Pupils gives an outstanding incentive to the pupils in self-awareness

and personal achievements. Respect for other people and their achievement is a strength of the school. In every class there are high quality examples of class and personal targets. Pupils recognise and acknowledge the achievements and personal qualities of each other. Relationships throughout the school are very good. Pupils acknowledge the challenge from staff but pupils say 'they make learning fun'. Pupils are confident and well behaved at all times. Bywell buddies support younger pupils at break and lunchtimes and enjoy other opportunities to care. High quality displays such as that about major world faiths give information, pose questions and affirm values. There is good spiritual development through sharing values and 'Let there be light-' a display of poetry in response to listening to music. The school has identified the need to extend spiritual awareness through the development of reflective areas in each classroom.

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

Collective Worship gives opportunities for exploring spiritual and moral issues that are further developed through links with religious education. The school is very aware of the need to give worship a high profile, such as the opportunity for the Bishop of Wakefield and the Imam from a local Mosque to lead a joint act of worship. This illustrates the importance of sharing common beliefs, and the school also uses similarities between festivals such as Lent and Ramadan to further this sharing. Themes reinforce the values of care respect and tolerance, although the school is beginning to develop links with the Social Emotional Aspects of Learning as a further dimension to this whole school approach. Pupils engage with the respectful atmosphere and are especially aware of the moral benefits of stories of Jesus that 'teach us how to be better people'. Although pupils relate moral teaching and learning to worship, the impact of these themes is limited because of inconsistent approaches in whole school and year group worship and limited monitoring and evaluation opportunities. The school has identified a review of planning to address this issue. All pupils are aware of the difference between assembly and worship and understand the purpose of prayer to praise, ask for help and to say sorry or thank you. The school is very aware of members of other faiths in school and the need to learn about others' beliefs.

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

This is because the head and staff are determined in their pursuit of a school in which the personal and academic achievement of all are recognised and celebrated. Everyone in school recognises self-achievement and esteem and celebrates these in other people. The progress in school development is frequently related to the vision statement to keep all informed of the direction being taken by the school. Although governors are becoming more supportive and challenging as critical friends they have yet to consider the full extent and implication of what it means to be a church school. The school recognises it is at the early stages of development and has identified this as a whole school priority. The views of parents and pupils are sought and actioned by regular communication with the school council. Although geographical location prevents regular use of the church, the vicar is a frequent visitor in school both supporting the curriculum and leading worship. The school has forged fruitful twinning links with another church school to give pupils a greater understanding of the multicultural society in which they live. The school enjoys active support from the Friends of Bywell as well as a range of visitors from the local community. The school is committed to charity work that includes the education of a Rwandan child. Pupils explain in a mature way the reasons for such support and their empathy with appeals such as the Shoebox appeal.

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