

## National Society Statutory Inspection of Anglican Schools Report

### Ashleigh Church of England Voluntary Controlled Primary School

Bevan Road,  
Barnstaple,  
Devon,  
EX32 8LJ

**Diocese: Exeter**

LA: Devon

Dates of inspection: 27 March 2006

Date of last inspection: December 2000

School's Unique reference number: 113386

Headteacher: Mr Mark Henderson

Inspector's name and number: Miss Susan Barton 162

#### School context

Ashleigh Church of England Primary School is set in the centre of the town and serves the immediate area. The 247 learners on roll are provided with stimulating classrooms within a limited space. The school celebrates its centenary this year and has funding to develop the buildings during 2006.

#### Summary Judgement

Ashleigh School is a good Church of England School which is both distinctive and effective.

#### Established strengths

- The strong Christian values are practiced in the day to day life of the school.
- Well managed behaviour is displayed as a result of the very good support, care and guidance provided.
- Strong teams working together and the value placed on their contributions.

#### Focus for development

- Further develop learners' knowledge of the distinctiveness of the Anglican faith and practice.
- Enhance the impact of class worship on all learners.
- Articulate a stronger shared vision and include learners and parents in evaluating its progress.

#### How well does the school, through its distinctive Christian character, meet the needs of all learners?

The distinctive Christian character of the school is good.

The school is a happy and secure environment where all are welcomed. The Christian ethos permeates the life of the school where 'love one another as I have loved you' is played out. For example, playground buddies support learners with friendship difficulties. All learners are valued and suggestions put forward through the school council are considered and respected, which raises self esteem. Religious education and worship are good contributors to the learners' spiritual and moral understanding, providing opportunities to learn about and respect other faiths, as seen in the sharing of a Passover meal. Well prepared lessons include time for reflection as displayed through exploring snap shots of Jesus' feelings in the last week of His life. A thinking corner and periods of quietness in the day enable learners' time to reflect on others, concerns and to give thanks. Learners are able to identify the difference between right and wrong and recognize the basis from which Christian rules for living come. Achievements of individuals and teams are well celebrated and provide learners with a feeling of being justly proud. A caring concern for the wider community is shown through funds raised for charities at home and overseas as well as work within the local area. The support for three children within the Gambia brings a wider dimension to the children's' learning and understanding of a different culture. Links with the parish church and many other local Christian churches adds to the distinctive Christian character of the school. The school's residential visit is held at a Christian Adventure Centre which reinforces the Christian standards in living together.

**What is the impact of collective worship on the school community?**

Collective worship makes a good impact on the school community. Worship provides a valuable time of spiritual growth for both adults and learners, through music, prayer and reflection, as well as listening and sharing, in which learners display good attitudes. Links are made between Biblical teaching and learners' experiences. For example, a discussion on gifts given to mothers on Mothering Sunday ensured the youngest learners were involved, and the quote from Mother Theresa 'we can do no great things, only small things with great love' was explored through Biblical mime. The vicar from Holy Trinity church takes part regularly in school worship which helps to provide a different focus. Special services are held in the two Anglican churches to celebrate the major Christian festivals in which the learners take a leading role. This provides for further spiritual growth and understanding. The use of Anglican responses and the church building helps to provide some insight into Anglican practice. Class worship happens on a regular basis, however, its distinctiveness as a Christian act of worship needs greater emphasis.

**How effective are the leadership and management of the school as a church school?**

The leadership and management of the school as a church school is satisfactory with some examples of good practice.

The spiritual leadership by the headteacher is greatly valued, providing a good Christian model to follow. The strengths of all staff are recognized and used to promote Christian teaching and leadership within the school. Support is given by the headteacher both professionally and at a more personal level which shows the trust and respect within which he is held. Effective induction is provided for all new staff to promote the distinctive and inclusiveness of the church school. Foundation governors are supportive of the school which is appreciated. The issues from the last denominational inspection report have been completed with a positive impact on the development of the school. However, communications between the parish church and lack of a shared vision necessitate an overall judgement of satisfactory, although the Chair of Governors ensures schools successes are relayed to members of the Church.

SIAS report March 2006 Ashleigh Church of England VC Primary School Bevan Road, Barnstaple, Devon, EX32 8LJ