

National Society Statutory Inspection of Anglican Schools Report

Babbacombe Church of England Voluntary Aided Primary school

Quinta Road

Torquay

Devon

TQ1 3RN

Diocese of Exeter

LEA: Torbay

URN: 113472

Headteacher: Monica Rook

Inspector: Dr Vanessa Rowe NS no. 187

Date of Inspection: 12th Jan. 2006

Summary Judgement

Babbacombe Voluntary Aided primary school is a good Church of England school. Its distinctiveness is clearly and explicitly stated in its documentation and its commitment to its Christian foundation is lived out in every aspect of the school's life.

Established Strengths

- The strong and clear Christian ethos which permeates every aspect of the school's life.
- The relationships in the school and the behaviour of the children are excellent.
- The pupils' attitudes and the confidence they display indicate a happy, caring school.

Focus for Development

- With the help of the Diocese, review the RE syllabus to bring it into line with the Diocesan Syllabus and develop school approaches to the assessment and recording of RE.
- Develop the process of the Church school self evaluation by involving a broader range of contributors.
- Ensure that collective worship provides for the spiritual and moral development of those of faiths other than Christianity or of no faith.
- Establish a School Council in which children's concerns and ideas are heard and acted upon.

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

The school is good in meeting the needs of all its learners through its distinctive Christian ethos, particularly those experiencing difficulties. There is a strong emphasis on the individual value of each child. The majority of children do well and fulfil their potential and children's progress through the school is above average. However, the most able are not stretched sufficiently. Relationships and behaviour are exceptional as are the confidence and positive attitudes of the children. Christian values of love, respect, care and kindness are manifest in every aspect of the school's life. Spiritual, moral, emotional, social and cultural development is good but clearer and more explicit planning for these elements across the curriculum would better assure learning and progress. Provision for the needs of those from minority or no- faith backgrounds is underdeveloped.

What is the impact of Collective Worship on the school community?

Collective Worship is good. It occupies a very important place in the life of the school and is a key element in its Christian witness. The planning and evaluation of worship is currently under review, including considering replacing the weekly Eucharist with an act of non-Eucharistic worship which would enhance the inclusivity and pupil participation of the occasion.

Children respond well and enjoy the collective worship, particularly when they are involved in some way. It clearly contributes well to pupils' spiritual, moral, social and cultural development. Children know the Lord's prayer and are used to making up their own prayers which show considerable maturity of insight and empathy. Pupils

experience a range of styles of worship in their class assemblies and the development of non-Eucharistic worship will add to this diversity of experience. Class and the weekly celebration assembly is well attended by parents but greater participation by governors and parishioners would lend even more support to the children in their understanding of, and involvement in, Anglican collective worship.

How effective is the Religious Education in the school?

Religious education is satisfactory. RE is recognised as being of particular importance in a Church school and the subject's status reflects this. There is distinct time-tabling and full prominence is given to it. It is well resourced and the good displays throughout the school contribute to its high profile. Achievement is satisfactory although sometimes the expectations are too low to fully stretch the more able pupils. Although some teaching and learning is good, teacher expectations across the Key Stages need to be raised to challenge more able pupils and enable them to reach their potential. Pupils show positive attitudes to the subject. At present, the school follows its own syllabus which undermines the capacity of the subject to contribute to the multi faith and multicultural learning of the children and also limits the opportunity for children to develop the more creative, imaginative and reflective aspects of RE. The assessment of RE and the tracking of individual progress is under review so that they will form part of the overall planning and monitoring, evaluation and review cycle of the subject. This will better ensure progression in RE across the school and also to ensure that the assessment information is used to plan for the needs and progress of each individual pupil.

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

The Leadership and Management as a church school is good. The quality of leadership has contributed significantly to the distinctiveness of the school as a Church school. Its Christian purpose is clearly expressed in its documentation and through a number of icons, photographs, artefacts and displays around the school. Parents are pleased with, and many choose the school because of, its Church foundation. There is a very good relationship with the local church. The incumbent makes a highly valued contribution to the school both in worship and Religious Education and as Chair of Governors. The highly committed and able teaching and non-teaching staff feel appreciated and governors are very aware of the school's foundation. However, at this time of change, it would be beneficial to continue the process of the Church school self evaluation by involving a broader range of contributors so as to unlock the creative enthusiasm of the staff, to develop the role of the governors and to develop the role of the school within the broader community in which it is placed including developing stronger links with the Diocese.

SIAS Report January 2006 Babbacombe Church of England Voluntary Aided Primary school Torquay Devon TQ1 3RN