

National Society Statutory Inspection of Anglican Schools Report

Feniton Church of England Voluntary Aided Primary School

Station Road

Feniton

Honiton

Devon

EX14 3 EA

Diocese of Exeter

LEA: Devon

Date of Inspection: Oct. 17th 2005

URN: 113433

Headteacher: Mr Graham Rowland

Inspector NS 187: Dr Vanessa Rowe

Summary Judgement

Feniton Voluntary Aided primary school is an excellent example of a Church of England school. Its distinctiveness is clearly and explicitly stated in all its documentation and its commitment to its Christian foundation is lived out in every aspect of the school's life. It impressively achieves its stated aim of 'Serving Christ in others'.

Established strengths

- There is an explicitly articulated mission and values statement which is firmly rooted in the school's Christian foundation. The school's self evaluation form claims and evidences its distinctiveness as a church school.
- Every aspect of the school encompasses and promotes the Christian values of care and inclusivity. Children feel they belong to a family community where they are cared for and treated as unique and where their voices are heard. The children find their learning fun and the curriculum ensures all aspects of a child's development is valued and celebrated.
- Behaviour in the school is excellent as are the relationships throughout the school.
- There are very good relationships with parents who appreciate and support the school's Christian foundation

Focus for development

- Recently revised school approaches to the assessment and recording of RE need further development in order to secure greater consistency of practice and the learning and progress of each individual pupil.

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

The school is excellent in meeting the needs of all its learners through its distinctive Christian character. It is rooted in a clear Christian vision which is explicitly articulated and lived out in all aspects of the school's life. The ethos promotes a climate of belonging, of relationships based on mutual respect, where children are listened to and encouraged to make a contribution and where learners are confident and enthusiastic. The Enrichment Programme allows teaching to go beyond the core curriculum so as to provide for the development of the whole child and with opportunities to succeed other than simply the academic.

There is a positive behaviour policy based on the Christian values of forgiveness and the importance of making a new start. It is an inclusive school - all children are encouraged to fulfil their full potential through a number of supportive schemes for both the gifted and talented and children with Special Educational Needs. Money has been spent on new buildings in order to create tutorial space for the needs of individual learners. Children feel unique and cared for and say their learning is fun.

The Spiritual Development programme is well conceived with opportunities mapped out across the curriculum to promote children's spiritual development.

This programme, together with the PSHE/ Citizenship programmes, successfully contributes to the spiritual, social and moral education of the children. Cross-cultural awareness is very good.

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

Collective Worship is good. It is central to the life of the school and has a high profile in school documentation. Worship is rooted in Anglican practice but offers a variety of styles and music, including outside speakers. Links with local clergy and the church are good. Years 4, 5 and 6 each worship at one of 4 parish churches once a year and between a dozen to twenty pupils attend the local parish churches and / or the "school" church on a Sunday.

During worship in school, the children enjoy their time together, particularly the opportunity for quiet and reflection. They listen, sing and attend well and clearly enjoy the chance to be actively involved. Collective Worship makes a very good contribution to pupils' spiritual and moral development. Points are made and linked clearly and succinctly so that children can see the purpose and message of what is being said. Pupils are helped to relate the learning to everyday life. Collective Worship is recorded and evaluated.

How effective is the Religious Education?

Religious education is good. 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. Teaching is imaginative and challenging which both engages the children and enables all pupils to achieve both verbally and in variety of ways to record their work. Standards are good with pupils' language skills particularly well developed. Pupils can use specialist vocabulary to discuss complex ideas over and above what one might expect for their age. KS 2 children show and report a high level of engagement and enjoyment and work very well together. KS1 children listen well and show enjoyment particularly when they can be actively participating eg acting out festivals, but their learning needs to be captured, recalled and checked more, so that learning and progression is assured. RE clearly contributes to the spiritual, moral and cross-cultural development of the pupils through the promotion of respect, tolerance and understanding.

New assessment procedures are in place but these will need to continue to be developed so that they form part of the overall planning and monitoring, evaluation and review cycle of the subject. This will better ensure consistency and 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. Consistency of marking procedures and comments also need to be secured.

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 outstanding. The clear and explicit Mission statement which is based on a broad and inclusive understanding of what it is to be a church school is used as a touchstone for planning and decision – making. This vision is enthusiastically shared by Head, staff and governors and all work hard to encourage, monitor and challenge the school community to realize its vision and core purpose. Part of that vision is shown in the school's excellent links with the broader community which includes both the immediate locality, the church and PCC, Diocesan bodies and the global - the school enjoys a firm link with a school in Africa. The school enjoys an excellent reputation in the area and parents are pleased with and supportive of its Christian foundation.

The school's evaluation of itself is accurate and a variety of stake-holders take part in an ongoing process of evaluation and action planning. It is constantly seeking ways to improve. The views of parents and, in particular, the children are taken very seriously indeed and action taken where there is any cause for concern.

The Headteacher is exceptionally able but he is also committed to sharing his leadership in providing opportunities for others to develop their leadership skills and by having an open invitation to staff to attend all senior management meetings. Staff meetings are well attended and contributed to by all staff.

SIAS October 2005 Feniton Church of England Voluntary Aided Primary School Honiton
EX14 3 EA