

National Society Statutory Inspection of Anglican Schools Report

Lympsham Church of England Voluntary Controlled Primary School

Rectory Way
Lympsham
Weston super Mare
BS24 0EW

Diocese: Bath & Wells

LA: Somerset

Dates of inspection: 10 July 2006

Date of last inspection: 13th – 15th September 1999

School's Unique reference number: 123810

Headteacher: Mrs Julie Larter

Inspector's name and number: Mrs Jo Curd 181

School context

Most of the ninety pupils at this small school come from the village of Lympsham and its surrounding area. Attainment on entry varies greatly but overall is similar to the national average. Nearly all the pupils are White British and have English as their first language. The proportion of pupils with learning difficulties or disabilities and those eligible for free school meals is lower than the national average.

Summary Judgement

This is a good Church of England school where pupils enjoy learning and make particularly good progress in their spiritual and personal development.

Established strengths

- The way each person within the school community is effectively valued and cared for.
- The prominence given to acts of collective worship, prayer and spiritual development making each integral to school life.

Focus for development

- Further improve teaching and learning so that minor disruptions in lessons are minimised and all pupils achieve even more.

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

The way the school meets the needs of all its learners is good.

Both pupils and staff are cared for well and know they are valued and special. Those with learning difficulties and disabilities are identified and supported well. Individual gifts and talents are recognised and built upon, for example, in the range of pupils chosen to take part in a pilgrimage walk in local parishes, enabling all to flourish. Until last year standards of pupils work had been declining. They are now generally in line with national expectations. Progress is now satisfactory. Pupils enjoy coming to school especially seeing their friends and teachers. Positive, respectful and warm relationships throughout the school community reflect its Christian ethos and values well. Pupils are keen to share experiences from home, such as a new puppy, with staff and friends at school. Pupils demonstrate good levels of care for others through raising money for charity, serving on the school council and helping around the school. Adults, including the visiting Rector, and pupils all join in and enjoy 'shake and wake' exercises at the end of playtime. They are generally confident, polite, well-behaved and successfully growing in independence. Staff have worked cohesively and effectively to achieve this good level of behaviour. Pupils enjoy learning in their interesting fun lessons which use time and resources well. They are confident 'that teachers are there to help and teach us'. However some pupils are active and find it difficult to settle for long causing minor disruptions in some classes, which occasionally impedes the pace of lessons and the progress of learning. The spiritual, moral, social and cultural development of all pupils within this inclusive caring Christian school is good. Pupils progress, personal and spiritual development are fostered well by the school's attractive environment which is cared for and used well.

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

The impact of worship on the school community is good.

All teachers and pupils attend the daily act of collective worship, which successfully serves as a shared time for reflection, prayer, celebration and learning. This effectively affirms and strengthens the school's Christian status and collective identity. A generally reverent and special time is created through the good use of music and symbols including a Bible, candle and cross. There is a good balance between quiet reflection, excited inspired awe and relaxed joyous singing. During the inspection pupils entered quietly and reverently, showed great enthusiasm on seeing how a courgette plant had produced fruit and enjoyed singing worship songs which they knew well. Pupils eagerly take an active part in worship through reading prayers and poems and helping with practical arrangements such as music and song sheets. The acts of collective worship are suitably inclusive of all and appropriate for pupils of other faiths and none. Pupils who find it difficult to listen are supported well by teachers. There are good and growing links with the Parish Church. Acts of collective worship are held there twice each term. Parents value this link which they consider an important part of children's development and the village community. Pupils are familiar with Anglican practices through these visits and frequently seeing 'Father Martin' the rector around the school. Worship pervades other aspects of the curriculum and school day. Pupils have written a song which they all use to give thanks before meals. Use of this 'grace' is so embedded in pupils' daily practice that they are keen to sing before they eat on trips and are surprised if it is omitted. Worship and a sense of awe and wonder are also evident in lessons and learning. In some poems which pupils' wrote about rivers, a sense of wonder in the world around is clearly seen. Pupils successfully put their faith and worship into practice in their attitudes, growing sense of personal responsibility, service around the school and generous fundraising.

How effective is the religious education?

Religious Education is good.

Pupils enjoy the subject and are making good progress particularly in their understanding and spiritual awareness. They know a good range of Biblical stories and demonstrate Christian values of care, awe and wonder in their attitudes and relationships. Their motivation for the subject is successfully stimulated by some interesting and imaginative approaches such as guessing characters from significant life events and seeing photographs of significant events in their teachers' life. Some whole class sessions are lengthy however and some pupils become restless. Continuity and progression in pupils' learning are effectively ensured because the Head teaches the subject throughout the school. Communication with class teachers is good and there are creative links with other subjects such as literacy and personal, social and health education. Pupils know that the subject is valued in the school. Religious Education contributes well to the schools' Christian status and to pupils' spiritual, moral, social and cultural development. Resources, which a teacher brought back from her educational visit to India, have been particularly valuable to pupils' understanding of cultural and religious diversity.

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

Leadership and management of this church school are good.

The headteacher took up her position in September 2004. She has effectively focussed on personal development and has successfully raised standards, behaviour and attitudes. Pupils are generally very well behaved, polite and considerate. As a new head she has used the school self evaluation and development plan as tools to explore and establish her own priorities and direction for the school. These are explicitly rooted in Christian values which successfully form a firm foundation for the school, for example, its Christian vision is clearly displayed outside and reiterated inside in symbols, work and ethos. From her first day at the school she has

successfully developed a consultative leadership style which seeks and utilises the views and evaluation of staff, parents, governors and pupils well. These groups are very supportive of the school. They are fully involved in evaluating its current practices and suggesting improvements for the future. Governors have a growing understanding of the schools strengths and weaknesses and are beginning to develop their role in challenging, as well as supporting, the school, for example, in monitoring teaching and learning. All the staff feel very involved and know that their views and experiences are valued greatly. There is a very good partnership with the church. The Rector's pastoral role effectively supports and encourages the whole school community. There has been good progress since the last inspection.

SIAS report July 2006 Lympsham Church of England First School Rectory Way Lympsham
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