

National Society Statutory Inspection of Anglican Schools Report

Lympstone Church of England Voluntary Controlled Primary School

Lympstone,
Exmouth
EX8 5JY

Diocese: Exeter

LA: Devon

Dates of inspection: 27th June 2006

Date of last inspection: March 2001

School's Unique reference number: 113358

Headteacher: Mr Tony Priest

Inspector's name and number: Dr Vanessa Rowe 187

School context

Lympstone Voluntary Controlled Primary school is a small village school (although average sized for Devon) on the edge of a large seaside resort. It serves a wide rural area and its intake reflects the wide diversity of its catchment area. It has a larger than average turnover of children due to the nearby Royal Marine camp.

Summary Judgement

Lympstone Voluntary Controlled primary school is a satisfactory Church of England school with some good features. It is strongly rooted in an ethos of care and inclusivity and plays a role within the Christian and broader community in which it is placed. It is still developing its distinctiveness and explicitness as a Church school through revisiting its vision, values and tracing the implications of this for its documentation, policies and practice.

Established strengths

- The inclusivity and care for the children, particularly those with SEN and new to school, is a distinctive feature of the school.
- There are very good links with the local church and community.
- The head and governors provide good leadership which is rooted in Christian values and is enabling and encouraging of other's contributions.

Focus for development

- Develop the school's vision of itself as a Church school which is communicated explicitly lived out through its policies and practice in a planned and systematic way.
- Develop systematic planning, monitoring and evaluation of spiritual and cultural development across the curriculum.
- Monitor and evaluate collective worship to ensure consistency of quality and to ensure pupil engagement. Ensure legal requirements are met; all pupils must attend collective worship (unless their parents have requested otherwise).

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

Lympstone Church of England (VC) Primary School is satisfactory in meeting the needs of all learners through its distinctive Christian character.

Christian values are embodied in the life of the school and in particular shown in the pervading ethos of Christian care and inclusivity. Children therefore feel valued and children with special needs or who are new to the school are particularly welcomed and supported. Staff morale is high which greatly impacts on the confidence, security and learning of the children. This leads to very good relationships and behaviour.

Although

there is evidence of pupils' spiritual, moral and multi-cultural development across the curriculum, opportunities are lost through inconsistent planning and monitoring. The school is overcrowded which limits opportunities for learning in small groups and for the children to have places for quiet reflection.

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

The impact of Collective Worship on the school community is inadequate. Although worship is satisfactory over all, the judgement is 'inadequate' because the school fails to meet legal requirements for a daily act of collective worship for all learners.

Worship plays a regular part in the life of the school. However, lack of detailed planning, quality evaluation and monitoring mean that the impact of worship is limited. Children develop good knowledge and understanding about the Christian faith through well-told Bible stories which are made relevant to their everyday lives and learners listen and respond well to the teaching. Opportunities are missed to enhance spiritual development. Learners' weekly visit to the local church has a positive impact. Learners enjoy the quiet, reflective atmosphere and it serves to deepen learners' understanding of Anglican faith and practice. Some learners with Special Needs are not included in this experience because they remained in school to undertake extra work. This undermines the impact of worship on the whole community and denies these individuals their entitlement.

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 good elements.

The school has a strong vision of itself as a Church school which is shared by all and is implicit in many aspects of its life. The head provides an excellent role model of Christian leadership through his care and concern for every individual. He operates a model of distributed leadership such that staff feel valued and enabled to make a contribution to the school. Links with church and community are very good which contributes well to pupils' spiritual, social and moral development. The school benefits from the support of the church in many ways. However, the school's documentation is insufficiently explicit about its Christian foundation and distinctiveness, which limits the impact of its Christian ethos across the curriculum. The school questionnaire to parents does not reflect Christian distinctiveness and parents are not always aware what it means to be a Church school.

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