

National Society Statutory Inspection of Anglican Schools Report

Lamplugh Church of England School
Kirkland
Frizington
Cumbria
CA26 3XU

Diocese: Carlisle

Local authority: Cumbria

Date of inspection: 23/01/08

Date of last inspection:

URN: 112295

Headteacher: Mrs Anne Francis

Inspector's name and number:

Penny Hollander 526



**Diocese of
Carlisle**

Board of Education

"Every Child Matters To God."

School context

The school is a small rural Church of England School on the west coast of Cumbria. It has a widespread and socially isolated catchment area. A significant number of children are from outside the catchment. All pupils are of white ethnicity and are from mixed socio-economic backgrounds. The headteacher has been in post since September 2007.

The distinctiveness and effectiveness of Lamplugh CE School as a Church of England school are good.

The Christian ethos and values underpin all that happens in school. In particular, values of love, care, respect and responsibility are demonstrated on a daily basis by all members of the school community. There are close links between the school, church and local community.

Established strengths

- The personal development of all pupils in a fully inclusive environment
- The support and involvement of the church, parents and local community in the life of the school.
- The care, respect, responsibility and respect shown by all members of the school community towards one another and the wider world.

Focus for development

- Collective worship planning and evaluation, which involves pupil input as well as adults in the school
- Governor monitoring of collective worship
- Involvement of members of the church community in school life, particularly during the current interregnum in the church

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Many members of the school community, including parents, rightly describe the school as a very special place with care, respect and responsibility being key features of its daily life. It is clearly a place where everyone is very happy. The children's written responses to the question "what makes this school special?" confirm the different ways in which they feel valued and special. They know that the staff in school care about each one of them and they speak warmly of the trust they feel and the mutual respect that exists between them and all adults in school. They like and take seriously the responsibility they are given for one another through a buddy system in which older pupils work and play with the younger ones. They enjoy the work they do together on a weekly basis and this shows their care and respect for the learning needs of each other. The older pupils like organising lunchtime activities for the younger children who look forward to these times. Any disputes are dealt with quickly and fairly in a spirit of forgiveness and compassion. There is no evidence of bullying. Pupils are proud of all that they do achieve both in and out of school and these are displayed on an achievements board in the hall. There is a respect for the differing abilities and needs of pupils. Children know that they are appreciated within an inclusive and safe environment. The personal development of pupils is a key priority of the school and the spiritual, moral, social and cultural aspects of this are very well catered for within the Christian ethos. Pupils confidently express their views and welcome all the opportunities they are given to do this. The recent school competition for designing a new school logo is one example and showed not only a high level of pupil participation but parental input too. Thinking and questioning are important aspects of children's learning. A classroom display from an RE lesson in which pupils showed different metaphors for explaining God and their entries for the national "Spirited Arts" competition, "Where is God?" indicate their capacity to reflect sensitively on spiritual issues. The school is committed to developing children's global knowledge, experience and understanding of different cultures. Visits from Indian dancers and African drummers are examples of this. The school environment supports well its Christian ethos. There are appropriate symbols displayed and displays which support this including a banner in the hall made by some year 6 pupils with illustrations from Bible stories.

The impact of collective worship on the school community is good

Collective worship is an important feature of the school day with a variety of styles and content. Children are positive about these times and they enjoy opportunities they are given to take part in various ways. These include taking responsibility for the music, and writing and reading prayers. Children make sensitive use of a thoughts and prayers board to express their own concerns and spiritual insights. Older pupils are enthusiastic about the recently introduced opportunity to prepare and lead acts of collective worship and is reinforced by responses in key stage one pupil questionnaires expressing a wish for a more active pupil role during these times. This is an area for development. The school recognises the need for more comprehensive plans across the school for collective worship and is working closely with the diocesan officer to achieve this. This is starting to have an impact and now there is a need to develop this further in evaluating of acts of collective worship, from both the adult and children perspectives. Church, school and community links are close. The vicar, until his recent departure, was a regular contributor to school collective worship. Visits to the church for significant times in the church year such as at Christmas and harvest ensure that the children learn about Anglican faith and practice. These occasions are well supported by both parents and members of the local community. During the current interregnum it is important that these links between church and school are maintained to continue the Anglican tradition of the school. The school is aware of this and is seeking ways to build this by involving members of the local church community.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher and governing body work closely and effectively together to ensure a distinctive Christian vision for the school. This is shared and promoted by all staff. Staff and governors value the clear Christian vision and focus that the new headteacher brings to the school. Teamwork is a key feature of the leadership and management of the school. Everyone has an important role to play in decision making. Staff welcome training opportunities given in both RE and collective worship leadership. Governors have a developing role in monitoring different areas of the school's work, including collective worship. Recent training from governor services in this respect now needs to be put into practice. The children's views about the development and the progress of the school are actively sought through regular classroom discussion, questionnaires and the school council. An example is the recent working of the school council with governors in deciding which charities pupils want to support financially. They are currently working with the headteacher on choosing a new paint colour for their classroom. Children appreciate all the ways that they are given to be involved in school life. Their confidence in expressing their opinions, knowing that these will be listened to and taken into account, is clearly apparent. Parents' involvement with the school is also clear. They fully support all school events, including the church services. Another indication of their involvement is through fundraising efforts on behalf of the school. The annual questionnaires express their strong satisfaction with the school. They also appreciate the informal daily contact with the headteacher and staff after school which keeps them in touch with their children's progress and events involving the school. Parental commitment is also seen in their running many of the after school clubs. The school is seen as a vital part of the local community.

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