

National Society Statutory Inspection of Anglican Schools Report

Lynton Church of England Voluntary Aided Primary School

Market Street

Lynton

North Devon

EX35 6AF

Diocese: Exeter

Local authority: Devon

Dates of inspection: 9th May 2007

Date of last inspection: January 2002

School's unique reference number: 113451

Headteacher: Mrs Jayne Peacock

Inspector's name and number: Janet Bond 247

School context

Lynton is a Voluntary Aided Church of England Primary School with 95 children on roll. In January the school became one of a federation of 3 schools, sharing a governing body. There is a large transient population with just over a quarter of pupils leaving or entering school last year other than at the normal time.

The distinctiveness and effectiveness of Lynton Church of England Primary school as a Church of England school are good

Children and staff work well together within a caring Christian family community. There is a very strong commitment to the personal and pastoral needs of the children. Children develop self assurance and a sense of responsibility leading to generally good behaviour and care for others.

Established strengths

- Each child is valued within a Christian family community
- Good relationships are characterised by Christian care and consideration for others
- High levels of personal and pastoral care

Focus for development

- Higher expectations to raise academic standards
- More structured involvement with the local Church
- Formal monitoring of worship involving the children

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

Although the school has many good features, particularly in the area of pastoral care, the academic achievements are relatively low. This impacts negatively on the judgement for meeting the needs of all learners. The school is good at meeting the personal and pastoral needs of children. Appropriate systems and strategies are in place for further raising academic standards. Children are happy, secure and confident in school. This is because the school is successful in its Christian aim of making all feel valued and special within a Christian environment. There is a friendly, family atmosphere because relationships are good. The extensive programme of guidance and support effectively develops children's understanding of right and wrong, their appropriate behaviour and their care for others. This is reinforced well through the comprehensive spiritual, moral and social as well as through personal and health programmes. Children have good opportunities for choice, decision making and taking responsibility by their involvement in the school council, circle time, and

house systems. The school credit system further enhances children's self-esteem and promotes positive attitudes to good work, attendance and personal behaviour. This is an inclusive school and all children have full access to all activities because special needs provision is good. Christian values impact upon the actions of the children who practise a high level of concern for the wider community through their active support of a number of charities including a school in Uganda. They are animated when discussing their involvement in local events such as the music festival and their involvement with the local retirement homes. Children have a good understanding of the visual displays and symbols that proclaim the school's Christian foundation.

The impact of collective worship on the school community is good

All view worship as central to the life of the school. Children's spiritual development gains significantly through engaging and motivating acts of worship. This is because worship is well planned, relevant and interesting. The daily opportunity for music, prayer and quiet reflection is welcomed by all. Children respect the quiet atmosphere, enjoy lighting the candle and listen well. They are keen to answer questions or offer their own ideas, all of which are valued. Their enjoyment of worship is evident in their enthusiastic singing and some children contribute to the music, for example by playing the drums. The weekly contribution from the local Christian community is greatly appreciated because of the high level of participation. Children talk excitedly about acts of worship in Church and would like more opportunities to explore and be involved in Church life. Acts of worship are informally evaluated but there are no structured ways for children to express their views. Similarities and differences between Christianity and other world faiths are acknowledged and celebrated. However, worship is distinctively Christian and effectively supports the school's Anglican tradition and trust deed.

The effectiveness of the religious education is good

Children see the relevance of religious education to their own lives. This is because schemes of work are well planned and organised to ensure relevant content. It is also a result of children knowing their views and ideas are valued. The impact of learning in religious education is evidenced in children's good behaviour and their caring attitude to others. Children show good insight into meaning, interpretation and understanding. In a lesson where 5 year olds were looking at a range of symbols one child, looking at a cross on a necklace, said it had not got Jesus on because "He is alive again". Good planning with links to personal and social education and a good range of resources promotes learning by capturing children's attention and interest. Learning is active, and drama is used effectively to help understanding. Whole class and small group discussions provide opportunities for children to talk through their ideas and responses. Biblical stories and parables are related to everyday life and children are challenged as to how they would behave. Older children enjoy using their information technology skills to explore the internet and find a range of pictures and information about other religions. Learning is enhanced by a range of visitors and visits. As a result, children confidently use an appropriate religious vocabulary.

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

The headteacher and governors have ensured the distinctive Christian ethos guides all aspects of school life. Policies for personal development are rooted in Christian values. The foundation governors are active and make a strong contribution to the spiritual life of the school. The distinctive Christian vision of the school is emphasised in written communications, in meetings and in consideration of school policies. The school prayer, written by the children, is an important part of the school identity. Children say that any disagreements and conflicts are dealt with speedily. They are proud of their achievements and a comprehensive range of systems is in place to celebrate individual success. Capacity to improve academic achievement is good because systems and strategies are in place to continue improvement. Links with the local Church and the local Christian community are effective, and the school is now exploring ways of developing more structured involvement for

the children with the Church. Parents and carers are positive about the way the school seeks their views because they know these are valued and acted upon by the school. Good pastoral links with the local community further support the positive view of children and parents to the school.

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