

National Society Statutory Inspection of Anglican Schools Report

Northlew & Ashbury Parochial Voluntary Controlled Primary School

Northlew
Okehampton
Devon
EX20 3PB

Diocese: Exeter

Local authority: Devon
Date of inspection: 11th May 2007
Date of last inspection: 4th April 2001
School's unique reference number: 113414
Headteacher: Mrs Nicola Lampe
Inspector's name and number: Mrs Colleen Arnold NS450

School context

Northlew and Ashbury Parochial Voluntary Controlled Church of England Primary School is a very small rural village school of 33 pupils. The number of pupils with learning difficulties or disabilities is above average. Movement of pupils in and out of the school other than at expected entry and exit is quite significant.

The distinctiveness and effectiveness of Northlew & Ashbury Parochial Church of England Voluntary Controlled Primary School as a Church of England school are good

The school's ethos is clearly based on Christian values of respect, caring and love for others. These effectively support the learners' personal, spiritual, moral and social development. The quality of teaching is very good and provides stimulating learning experiences for all pupils. The school's high expectations of all staff and pupils are promoted throughout the school.

Established strengths

- The very good Christian ethos of the school where all learners are nurtured and valued highly
- High quality 'Acts of Collective Worship' that encourage active participation of all learners and contribute considerably to their spiritual, moral, social and cultural development
- Links with the local churches and wider community
- Learners play an active role in all aspects of school life

Focus for development

- Establish systematic recording of monitoring and evaluation of Collective Worship
- Introduce a clearly defined focal point for reflection / worship in class

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

Christian values permeate all aspects of the schools' life and have a positive impact on personal development and progress. The children are cared for as individuals by all staff. The majority of learners feel valued, safe and special. They enjoy their work, finding it worthwhile and they make good progress across the curriculum. Learners have good levels of self-esteem, confidence and independence, e.g. a group giving a tour of the school were confident speakers obviously proud of their school and their part in it. Learners were eager to share their knowledge of the school. The school community, children, parents, governors, the parish and the wider community value the Christian ethos of the school where children are

encouraged to develop as caring well-adjusted individuals. Learners' individual needs are well catered for through additional support or extension classes where appropriate. Children with special educational needs are well supported by an able team of learning support assistants. Gifted and talented pupils experience some classes in alternative schools to meet their specific needs. Foundation governors provide a good level of support across the board. They support and challenge the work of the school and act as critical friend to the Headteacher.

The impact of collective worship on the school community is good

Collective worship occupies a central place in the life of the school and supports its Christian character. Most learners enjoy participating in and planning worship both in school and in the church. They explain how important worship is to them e.g. how it helps them to think about helping others and about their own behaviour. Christian values promoted in worship are evident when talking to learners e.g. the learners explain how worship helps them to think about the way they treat each other. Behaviour and attitudes to learning are a reflection of the ethos of the school. All stakeholders value worship and participate actively. Parents particularly value worship in school and church and cited the major festivals in the church calendar as examples of their involvement. Prayer, reflection, silence and music all contribute to the learners' religious understanding and spiritual development. Learners are able to talk about and explain major Christian festivals. The quality of Collective worship is good. Monitoring and evaluation of worship is currently informal. Classroom areas for reflection and worship are currently under-developed.

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

The shared vision for the school is an outstanding feature which is effectively communicated in a variety of ways e.g. the ethos statement, policies, school prospectus and notices around the school. The Headteacher, who has a distributive leadership style and actively involves staff in decision-making, ably leads the school. All staff expressed their satisfaction with the leadership of the school and their involvement in it. All stated that they felt valued and that their opinions were listened to and respected. Staff and parents expressed their views of the school as a caring, extended family environment that is welcoming supportive and obviously Christian. Staff and governors have an excellent working relationship that is both supportive and challenging. Governors fulfil their strategic role as critical friend holding the school to account as is evident in minutes of their meetings. The leadership of the school is secure in its evaluation of itself as a church school. Virtually all learners, parents and other stakeholders speak positively of the way the school seeks their views and values their opinions. Pastoral links between the parish and school are excellent and promote the distinctive Christian character of the school. The school has successful relationships with other Christian denominations who are regular leaders of collective worship within the school.