

## National Society Statutory Inspection of Anglican Schools Report

### **Veryan Church of England Voluntary Aided Primary School,**

Veryan,  
Truro,  
Cornwall,  
TR2 5QA

#### **Diocese: Truro**

Local authority: Cornwall

Date of inspection: March 5<sup>th</sup> 2008

Date of last inspection: June 30<sup>th</sup> & July 3<sup>rd</sup> 2003

School's unique reference number: 112011

Headteacher: Mr. Simon Welch

Inspector's name and number: Mrs. Jenny Pestrige (153)

#### **School context**

The school is situated on the Roseland peninsula, in a small rural village. There is a high level of mobility in addition to a falling roll. However, the 68 learners travel to the school from a wide area and it is the school of choice for many parents. There is a range of local housing, including some accommodation that reflects the high cost of houses in Cornwall.

#### **The distinctiveness and effectiveness of Veryan Church of England Voluntary Aided Primary School, as a Church of England school are good.**

This vibrant school emphasises that it is an environment of faith, based on Christian values and teachings. The impact of these values in the lives of learners is outstanding. It is providing a stimulating curriculum, which is enhanced by caring and enabling relationships, set in a clear Christian context.

#### **Established strengths**

- The confident and effective leadership of the school by the Headteacher, in developing the Christian ethos of the school.
- The management of religious education and the quality of learning in this subject, in both Key Stages, and its impact in the lives of learners.
- The quality and impact of acts of collective worship in the lives of learners.
- The quality of the relationships in the school between staff and learners, which is outstanding.

#### **Focus for development**

- Continue to promote the growing relationship with the Church.
- Develop the strategic planning of opportunities for spiritual development in and across the curriculum, and formalise the current practices in a policy for spiritual, moral, social and cultural development.
- Review the current practice of staff attendance at some acts of collective worship.

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

Learners are happy with school life because of the way they are treated by their teachers. There is a team identity, which is experienced by every member of the community. This means that learners feel confident and trusted. For example, learners enjoy helping in the local playgroup, and running the tuck shop. The care shown by staff at every level is reflected in the way learners care for each other. This is also directed to caring for those in need, through charities and sponsorship. The motivation of Christian love of God and neighbour is central in the values of the school. The impact of these values in the lives of learners is outstanding. Learners are able to talk about spiritual concepts in an articulate and confident way. For example, learners are able to respond confidently in answer to the question, "What has God entrusted in you that makes you special?" They reflect a high degree of self worth, as a result of sensitive and inspirational teaching, across the curriculum. The excellent relationships encourage learners to make good progress, particularly those with special educational needs. The enriched curriculum means that learners are given a wide range of social and cultural opportunities through clubs, visits and events. These opportunities also include spiritual development, especially through music, dance, art and sport. There is an emphasis on a cross curricular approach to spiritual development. For example, in a Key Stage 2 lesson, learners considered the concept of Jesus as the light of the world, whilst they were making a candleholder for use in collective worship. The opportunities for spiritual and moral development are outstanding, with a major impact being made by collective worship and religious education. There is currently no overview of these aspects of the school in the form of a policy. Although the public areas are limited, the school is making the maximum use of opportunities for display, such as those for religious education.

**The impact of collective worship on the school community is good.**

Learners enjoy collective worship and they particularly appreciate the times of stillness, quiet and reflection. This indicates the quality of the leadership, planning, and experiences of worship. As a result, there is a high level of impact in the lives of learners. They are able to describe the characteristics and titles of Jesus, in addition to understanding Christian concepts, such as God's love for all, and forgiveness. They understand the importance of prayer in the school day, quoting the significance of prayer in the life of Jesus as a role model. Learners understand that Jesus is a miracle worker. One learner referred to the fact that miracles still happen. He explained the importance of the school's prayers for a pupil in her recovery. In the act of worship observed, a variety of experiences for learners focused on the theme of St Piran's Day. As a result, learners remained interested and involved, which resulted in their outstanding behaviour. Learners enjoyed participating in role-play and music, in the dramatic retelling of the story of the saint. A special feature was the unselfconscious manner in which learners were able to talk about their strengths. This indicates the self-worth of learners, reflecting the Christian values of the school. The lay reader from the parish Church regularly supports the worship programme, which is based on the 'Values for Life' resource. The involvement of the lay reader represents a good development for the school. The monitoring process is currently under review, and is moving towards a termly process. Currently, staff do not attend all act of collective worship, although they do attend the fortnightly family and special services.

**The effectiveness of the religious education is good.**

The Headteacher has overall responsibility for religious education, although a higher-level teaching assistant teaches the subject in both Key Stages. She is supported by 3 other members of staff. The teaching is of a good quality. It reflects enthusiasm for the subject and an emphasis on an imaginative approach, using the creative and expressive arts. Standards are the same as in literacy, which reflects the quality of teaching. Planning is thorough and effective, and learners experience a range of activities. Assessment is currently being developed and has been identified as an issue in the school's self-evaluation. Monitoring is also under review. Although these aspects are not fully in place, the impact of

the teaching of religious education is good. Their knowledge of key Christian beliefs and teachings is good. Learners are also able to discuss key events in other faiths, such as the importance of the Exodus in Judaism. An appropriate balance between learning about, and learning from religion, means that learners are acquiring skills of empathy and reflection. Good, differentiated teaching is resulting in a high level of enjoyment by learners. Governors are supportive of the results of the review of religious education, especially the increased time allocation and the quality of teaching. As a result of this review, the subject is very popular. One learner said, "I like RE because it makes me think."

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

The Headteacher has a clear understanding of the Church of England foundation of the school. He is also enthusiastic about developing a closer relationship with the Church, through a partnership with the new parish Priest and the lay reader. The school is welcoming and positively encourages more involvement with the Church community. The Headteacher is supported in the implementation of the Christian ethos by all staff, and by the governing body. This emphasises the sense of a team identity. Parents speak highly of the school. They are especially happy with the pastoral care offered by the school, and the difference this makes in the lives of learners. One parent said, "this is a lively, caring, welcoming and friendly school." Another parent said, "there are no tears at the gate at this school." These positive views reflect the good role models of the staff and the effectiveness of the leadership and management of the Headteacher. The school has excellent links with the nearby playgroup, and also with the village community. These relationships are enriching the experiences of learners, especially their social and cultural understanding.

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