

National Society Statutory Inspection of Anglican Schools Report

Galmpton Church of England Voluntary Aided Primary School

Greenway Road
Galmpton
Brixham
TQ5 0LT

Diocese: Exeter

Local authority: Devon County Council
Dates of inspection: December 13th 2011
Date of last inspection: July 2009
School's unique reference number: 113458
Headteacher: Stuart Ruffe
Inspector's name and number: Sandra Symonds 109

School context

Galmpton Church of England Voluntary Aided Primary School is an average sized primary school with 201 pupils on roll. It is situated on the outskirts of Brixham in Devon and it takes children in from a wide geographical area – 68% of the pupils are from out of catchment. Most children are of white British heritage. The proportion of children with special educational needs or disabilities is average and those pupils with a statement of special needs is below the national average. There are at present no children who speak English as a second language and there are only a few from ethnic minority backgrounds. There is a higher than average mobility rate.

The distinctiveness and effectiveness of Galmpton Church of England Voluntary Aided Primary School as a Church of England school are good

Galmpton Church of England C of E V.A. Primary school is a good school that continues to focus on its church school status. There are distinct Christian values evident that make a positive difference to the ethos of the school. These are reflected in the pupils' attitudes to each other and the sense of caring and support that runs through the school, enabling most pupils to learn to their potential

Established strengths

- The distinct Christian ethos which has a positive impact on the learners' perception of themselves and the world around them and their achievement
- The headteacher's good understanding of the school's distinctiveness and his commitment to continuing to develop this aspect of the school
- The value placed on every individual in the school community

Focus for development

- To develop the role of the foundation governors in monitoring and evaluating the impact of the school as a church school.
- Develop assessment for learning in Religious Education to fully identify progress and the next steps in learning.

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

The Christian ethos of Galmpton Church of England V.A. Primary school is one of its greatest assets. As one parent said *"I am a Christian and the school has totally reinforced what I have encouraged my child to believe"*. The aims and the mission statement of the school are clearly displayed everywhere and fully understood by all stakeholders. One child said *"You learn more about God and Jesus at this school and it helps you to know what to do in your life"*. The adults in the school are excellent role models for this Christian focus and the children know that they can turn to them for help and support. The development of the children's spiritual awareness is good because the school has focused on a policy that brings this dimension into all aspects of school life. It now needs to give the children the vocabulary to talk about this area much more easily. The school uses the outside environment well and the creation of a living pathway which explores God's wonderful world as well as giving the children the opportunity to reflect on this is a great asset to the school. The quality of relationships in the school is exemplary. Children look after each other regardless of age and there is a high level of respect between adults and children. Children of other faiths are valued in this way. The *"golden helpers"* are particularly effective wearing golden sweaters so that all the children can distinguish them from their counterparts and call on them for help whenever it's needed. This helps to create an atmosphere where children are happy and can talk openly and with confidence and know their views will be valued. It has also made a community that children enjoy and therefore have very positive attitudes towards the school and their learning. An emphasis on caring for the individual means that all children are encouraged to do their very best and that they receive support that enables them to flourish. Those with learning difficulties or disabilities make particularly good progress because of the excellent level of support given to them. The school council takes the thoughts and aspirations of the children seriously and negotiates the viability of these in practical terms. For example the development of the living pathway was a school council idea of which they are very proud. All around the school are examples of learning from within the school's Christian vision; a collage inspired by a focus on the fruits of the spirit in collective worship led by the local incumbent; an interactive display of angels asking the children such questions as *"Can you think of where angels are in the Bible?"*. In each classroom there is an area for spiritual reflection and growth one such area was called 'Points of Reflection' and a pupil had written *"Dear God, Help me to believe in myself and think before I say"*. The school has developed very good links with schools in Birmingham and London to develop pupil's cultural awareness and community cohesion nationally and globally. The staff from Galmpton have visited the school in London and share and compare information with them using computers.

The impact of collective worship on the school community is outstanding

The impact of collective worship has continued to be outstanding. The acts of worship are very well planned by the worship coordinator, initially on a yearly basis, and then in more detail weekly with a SEAL (social and emotional aspects of learning) theme link. This means that all contributors are clearly aware of the focus. The school follows the Diocesan three yearly programme and has successfully woven the SEAL themes into the worship themes giving the children a clear message with a distinctly Christian emphasis, thus promoting learning and spiritual impact. All pupils say they enjoy worship and could talk about many worships they had experienced in the past and the way these acts of worship had had an influence on them. For example, one learner mentioned how one worship time had helped her to keep trying and never give up even if things were difficult *"because Jesus never gives up on us"*. Prayer is an important part of school life and the prayer tree in the entrance area is clearly used a lot by the children. The prayers they write are then used by the vicar at the monthly Eucharist service. The school has contributed to Eucharistic services, strengthening children's understanding of this central Anglican experience. Children know that prayer is a way of talking with God and asking him for help for others, or saying thank you for aspects of their own lives. All around the school there are copies of the Lord's prayer and the Grace and children's own prayers are found all around the school for different reasons. A book of

prayers for lunchtime or the end of the day, and an area especially put aside for “a *conversation with God*” are two such examples. The lighting of the candle and the use of response prayers mean there is a distinct start and finish to the act of worship and the children are very clear about this. “*The act of worship is over when the candles go out*” one child volunteered. There was a good atmosphere and many opportunities for the children to participate in the act of worship observed. The children sang the hymns with enthusiasm. All these things helped to make the acts of worship a special time in the life of the school, fostering children’s spiritual growth.

The effectiveness of the religious education is good

Standards of achievement in Religious Education (RE) are broadly in line with Diocesan expectations. Attainment throughout the school is good with some children, often those with special educational needs, exceeding the expected levels. By the time the children leave the school they have made good progress in RE. The overall quality of the teaching seen was consistently good. The learning objectives were clearly visible in the KS 2 lessons observed and this helped the children to make progress in their learning. The pupil’s attitudes to RE are positive. They say they enjoy RE because the teacher makes it interesting and exciting. This was seen in a lesson with KS2 children, where art and poetry were being used to help the children to describe who Jesus was in different ways. The skilful use of questioning by the teachers was particularly effective. Children are encouraged to develop their confidence and respond with deeper thoughts. Some learning assistants are also very effective in their support for the children, through their questioning skills. The RE coordinator has a very good grasp of the subject and ensures it is an important part of the curriculum . It is identified on the School Improvement Plan. She is knowledgeable about standards and achievement and has put in place an assessment system that accurately records progress made. She understands that the data collected could be further improved by involving the children in assessment for learning so that they are more fully aware of the next steps in their learning. Her personal commitment to RE teaching is strong and this is reflected in the enthusiastic way in which the children respond to the subject. The school currently follows the Devon and Exeter agreed syllabus, which they began to work with in 2008. Each year the school holds an RE week to which visitors are invited to give an input and which has a different focus each time. Last year some of the past pupils came back to talk about what it means to be a Christian in a teenage world. The children clearly learnt a great deal, representing this learning through the strategy of ‘mind mapping’. The learners were particularly enthusiastic about the many visits they had undertaken to the Cathedral, the synagogue and the local churches and were able to talk knowledgeably about the similarities and differences in faith, practices and traditions.

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

The headteacher has a strong commitment and enthusiasm for continuing to develop his school as a distinctive Christian community. His clear vision for the school has been well shared with all stakeholders and his understanding of how this vision can make a difference to the lives of the children means that the school can further develop its ethos and distinctiveness. Parents are extremely supportive of the school and say that the emphasis on Christian values makes a great deal of difference to them and to their children. They say they appreciate the opportunities children have to explore issues of faith and that they are able to talk about what they believe. Almost half of the governing body are new to the post and although it is very supportive of the school’s Christian foundation it now needs to become much more of a critical friend and focus on the monitoring and evaluation of the school as a church school. Each member of the governing body is linked with a curriculum area for which s/he is responsible, but only the vicar has had any input into the church school distinctiveness evaluation. The school has close links with the Barn church, recently contributing a great deal to the celebrations of its 50th year in existence. The headteacher serves on the Parochial Church Council and this body has recently funded coaches so that the whole school could be

present at the Christingle service in the local Parish Church. The school frequently supports displays in the church and at the moment has a Christmas tree decorated with the children's thoughts about "*What Christmas means to me*". The vicar's role is effective in the life of the school. He leads the Eucharist service once a month and also visits the school to lead worship on several other occasions, acting as link governor for RE and collective worship. The school interacts well with the community, running community lunches, inviting the community to the Eucharist services and becoming involved in the local Flower show. Several members of the local community help in school.

The collective worship and RE coordinator fulfils her role extremely well. She ensures she attends training and disseminates ideas to develop school practice. The school puts a great deal of importance into these two areas and as a result they are both on the School Development Plan. The school supports many charities, often those suggested by the school council and has good links with Zimbabwe and Peru. It has also developed links with schools in Birmingham and London to develop pupils' cultural awareness and community cohesion nationally and globally.

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