



National Society Statutory Inspection of Anglican Schools Report

Name and address of school: KIMPTON, THRUXTON & FYFIELD CE PRIMARY SCHOOL
Type of school (Infant, Primary, Middle, Secondary etc.): PRIMARY
Status (VA, VC or Foundation, CTC or Academy): VOLUNTARY AIDED
Diocese: WINCHESTER
LEA: HAMPSHIRE
Dates of inspection: 16th and 17th January 2007
Date of last inspection: 13th and 14th January 2003
School's Unique reference number: 116375
Name of Headteacher: Mrs J Glover
Inspectors names: Mrs Phyllis Baxter

Preface

This inspection was carried out under Section 48 of the Education Act 2005 to report to the governors on the distinctiveness and effectiveness of Church of England schools. The inspection was carried out under contract to the governing body of the school.

School Context.

Kimpton, Thruxton and Fyfield School is a small Church Primary school whose numbers on roll are increasing. The majority of pupils are from white, British backgrounds with approximately one third of pupils having parents in the Armed Forces resulting in above average movement of pupils in and out of the school. The school building is modern and of a good standard. The school grounds including "Boundary Wood" provide a rich learning environment.

Previous Inspection Details Progress since the last inspection

The school was last inspected in 2003 and no issues for development were identified.

Summary Judgement

Kimpton, Thruxton and Fyfield School is a good Church School with a distinctive Christian ethos

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Overall Grade 2

The high quality of relationships at all levels, which are based on strong Christian values underpin curriculum provision. Pupils from all backgrounds are treated with respect and integrity and are able to develop as learners within the school's positive and distinctive church school ethos. Parents said that they have opted to send their children to the school because of its good reputation and because it is a Church of England School.

Children speak confidently with pride and engagement about their school and feel supported by loving, caring people. They are taught explicitly about how to relate positively to others as evidenced by recent work on rights, responsibilities and respect and ensure that standards of behaviour are high. The quality of pupils' spiritual, moral, social and personal development is good. Children are polite and thoughtful towards others. They have ample opportunity to express and develop their ideas, thoughts and feelings. Examples of good spiritual development throughout the school day were observed such as the Year 1's excitement and conversation observed at lunchtime regarding the bulb planted in the earlier RE lesson. Godly Play has also had an enriching impact for learners. Offered by a member of the clergy it provides good links with worship and spiritual development. Children listened and responded with interest, enthusiasm and a sense of occasion.

Areas for Development

- Strengthen displays and artefacts in classrooms, communal areas including the front entrance area to signal the distinctive status of the school as a Church school with an Anglican tradition. This will support and make the Christian ethos and values of the school even more explicit.

What is the impact of collective worship on the school community?

Overall Grade 2

The impact of Collective Worship on learners is good. Children speak positively and reverently about their experience. Opportunities are provided for reflection and prayer throughout the day. Leaders invite pupils to pray and reflect on what they have shared together and the response indicates that this has become embedded practice. Children confidently join in with the Lord's Prayer and Anglican greetings and artefacts are used effectively to engender a sense of sacredness. Children contribute to their own prayer books, which are used throughout the school. The current focus is on saying grace in class before lunch. Great care is taken to acknowledge, learn about and respect the faiths and beliefs of other cultures in a manner, which is inclusive. Children enjoy singing and do so enthusiastically. The weekly support for worship by clergy is very good and this adds significantly to the quality of experience for learners. Clergy lead the input on Eucharist for Year 6 and termly services in the local church support the school's Anglican tradition.

The Worship Policy has been recently updated and identifies the elements of effective worship and fulfils statutory requirements. Planning takes into account pupils' spiritual, moral, social and emotional needs through integrating SEAL materials and other sources alongside planning for Christian traditions and festivals. The quality of class worship observed for Reception and Year 3 was excellent showing appropriate progression. Parents, pupils and staff confirm the value placed on the shared worship on Fridays which also provide an opportunity to celebrate learners' achievements and have helped parents to develop their understanding of the special nature and importance of school worship.

Areas for Development

- Complete the planning to provide a four-year cycle of Worship.
- Consider providing some opportunities for Key Stage worship and church services to improve even further the match of worship to the age and maturity of learners.

How effective is the religious education?

Overall Grade 2

The standard of Religious Education across the school is good. Much important work has taken place to ensure that planning for RE is in place across the school to promote consistently good teaching and reflect the Hampshire Agreed Syllabus. Implementation enables pupils to reflect and deepen their understanding and to articulate their ideas with an increasing degree of sophistication grounded in a secure basis of knowledge, skills and understanding. Standards of progress and attainment are good. This was evident in the quality of oral response from a Year 1 class who were thinking about change and Year 5's challenging discussions and reasoning following an input about Creation from Christian, scientific and other religious perspectives. A range of appropriate resources is evident and they are used well. Written and recorded outcomes are generally good and reflect the quality of oral work and discussion.

Areas for Development

- Complete the medium term planning.
- Ensure that the recording of learning outcomes continues to be of high quality and commensurate with the ongoing drive to raise standards of attainment elsewhere in the curriculum.
- Develop further the quality of evaluation and assessment in RE
- Continue to provide CPD both school based and through courses and visits to see good practice in RE to increase teachers' knowledge, skills and confidence.

How effective are the leadership and management of the school as a church school?

Overall Grade 2

The Headteacher's leadership is good and based firmly on Christian values, placing the needs of all learners at the centre of everything that happens in school. She has implemented structures and systems to improve the quality of teaching and this has given the relatively inexperienced staff necessary direction. She inspires teamwork and this is strength. There is a committed and developing leadership team who have a clear view of the school. This has come about through the school's self-evaluation procedures, of where the school is now and what needs to happen next, ensuring that the leadership team is well placed to develop further and deepen understanding of the distinctive nature of a church school. The RE Co-ordinator has worked extremely hard and has had a significant impact in raising the consistency and standard of learning outcomes for pupils in both RE and Worship. Support from the Diocese has been welcomed and valued. The leadership of the clergy is strong. Foundation governors are supportive but could now focus more closely on holding the school to account for the quality of RE and Worship.

Areas for Development

- Ensure that a strong Worship and RE Leader is appointed when the present one leaves to ensure the good work continues and strengthens.
- Continue to work with the Diocese and take opportunities for CPD to further strengthen the good leadership of the schools as a Church School

Inspection Judgements

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| The school meets the statutory requirements for Collective Worship | Y |
| The school meets the statutory requirements for Religious Education | Y |

How well does the school, through its distinctive character, meet the needs of all learners?

Grade

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| To what extent do all learners feel valued and special? | 1 |
| How well do the school's Christian values impact on learners and enable them to flourish as individuals? | 2 |
| How well does the Christian ethos support the spiritual, moral, social and cultural development of all learners, whether they are Christian, of other faiths and of none? | 2 |
| How are Christian values evident in the relationships between staff and learners and between staff? | 2 |
| How well is the school environment used to encourage spiritual development? | 2 |

How effective is the worshipping experience provided by the school?

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| How important is worship in the life of the school and how is this demonstrated? | 2 |
| How positive are the attitudes to collective worship? | 2 |
| To what extent do learners and staff of all faiths derive inspiration and spiritual growth and affirmation from worship? | 2 |
| How well does collective worship develop learners' understanding of Anglican faith and practice? | 2 |

How effective is the Religious Education provided by the school?

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| How high are standards in RE and how well do learners achieve? Why? | 2 |
| How effective are learning and teaching in RE? | 2 |
| To what extent do learners of all faiths and of none demonstrate a positive attitude towards the subject? | 2 |
| How well does RE contribute to the spiritual, moral, social and cultural development of all learners? | 2 |
| To what extent does RE promote the distinctive Christian character of the school together with an understanding of other faiths? | 2 |
| How important is RE in the life of the school and how is this demonstrated? | 2 |

How effective are the leadership and management of the school as a church school?

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| How well do the Headteacher and foundation governors promote a distinctive Christian vision for the school? | 2 |
| How effectively do the Headteacher, senior management and governors encourage, monitor and challenge the school community to realise this vision? | 2 |
| How valued do staff feel and how involved in putting the vision into practice? | 2 |
| To what extent are all stakeholders, including learners and their parents, involved in evaluating the school's progress? | 2 |
| How effective is the partnership between the school, the church and the local community including parents? | 2 |



Judgement Recording Form (NSJRF)

This form is to be returned, in electronic form, to the Diocesan Board of Education for the diocese in which the school is situated and the National Society.

Name of School: KIMPTON, THRUXTON & FYFIELD CE PRIMARY SCHOOL

Date of Inspection: 16th and 17th January 2007

NS Inspector's Number: 330

Type of Church School: (VA/VC/Foundation/academy) Voluntary Aided

Number of Pupils: 164

Phase of Education: (Infants, Primary, Middle, Secondary) Primary

Rating 1-4

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| How well does the school, through its distinctive Christian character, meet the needs of all learners? | 2 |
| How effective is the worshipping experience provided by the school? | 2 |
| How effective is the religious education? | 2 |
| How effective are the leadership and management of the school, as a church school? | 2 |

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| The Overall Effectiveness of the School as a Church School | 2 |
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