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## National Society Statutory Inspection of Anglican Schools Report

### Malborough with South Huish C.E. Primary School

Higher Town  
Malborough  
KINGSBRIDGE  
TQ7 2RN

#### Diocese: Exeter

Local authority: Devon  
Dates of inspection: 23<sup>rd</sup> January 2009  
Date of last inspection: September 2006  
School's unique reference number: 113399  
Headteacher: Sandra Higdon  
Inspector's name and number: Sue Walker No: 391

### School context

Malborough with South Huish VC Primary School is a smaller than average school catering for 72 learners, mostly from white British backgrounds. A number of learners travel to the school from neighbouring villages. There are 8 children who have special educational needs, one with a statement. The headteacher has a 2.5 part time contract and plans to retire in 2009.

### The distinctiveness and effectiveness of Malborough with South Huish Primary School as a Church of England school are good.

The Christian character of the school has a positive impact on the lives of learners. This is demonstrated by the loving and caring relationships that have been forged between all members of the school community. It is acted out through the positive attitudes that children have to learning and in their care for others less fortunate than themselves.

### Established strengths

- The integrated curriculum that focuses on the needs of all learners and that is underpinned by Christian values.
- The mutually supportive links with the parish church and village community.
- The good quality of collective worship that has a positive impact on developing the spiritual, moral and social aspects of learner's development.

### Focus for development

- Establish procedures for school leaders to monitor and develop the Christian character of

the school and its impact on learners' everyday lives.

- Establish procedures to secure and sustain the distinctive Christian character of the school .
- Establish rigorous strategies for monitoring and evaluating the impact of collective worship and religious education on the everyday lives of learners
- Enhance the environment to explicitly proclaim the distinctively Christian character of the school.

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

The school, through its Christian Character, makes good provision for meeting the needs of all its learners who say that they feel valued as individuals. They and their parents talk enthusiastically about the good care given to them by all adults. Learners demonstrate respect for all through excellent behaviour and good manners. They explain that teachers help them in "an individual way" and that the care given by other children to new arrivals "really helped when I felt left out". Learners are developing awareness of the needs of others through engagement with charity work. That they care for each other is evident in the way older learners willingly care for younger ones. Parents say that they are impressed by the way in which their children are encouraged to make decisions such as deciding on playground rules and on designs for building refurbishment. Learners have a good understanding of the church year and of the nature and purpose of Christian festivals. The curriculum provides good support for the spiritual, moral and social aspects of learners' development and their understanding of world faiths is developing. However, limited opportunities are provided for them to learn about these faiths in the context of their place in multi ethnic Britain. Vibrant displays enrich a limited Victorian building and celebrate and value learners' work. In particular a stained glass window, designed by learners, captures the ethos and spirit of the school. However, opportunities are missed to explicitly proclaim the school's Christian character through use of symbols and artefacts. Christian values are implicitly taught through all areas of an integrated curriculum but are not proclaimed as central to the school's Christian ethos. Relationships between parish and school are mutually supportive. The church is frequently used as a learning resource as well as for worship. The parish successfully supported the school in its bid to acquire the school house to provide much needed additional accommodation.

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

Worship is central to the life of the school and is the foundation of its Christian character. All teachers lead worship and are regularly joined by visiting clergy. Learners have a wide experience of worship styles because of this. Learners say they especially enjoy services led by these visitors. They appreciate the many opportunities that they are given to participate through drama and reading. Worship themes are accessible to all ages and learners show a good understanding of how stories are linked to the Bible and of how they can help them in their everyday lives. Parents are invited to join their children in the Parish Church each month and at the celebration of major festivals which are led by learners. These services are appreciated by parents and their children who are joined by members of the wider community and by parishioners. This has a positive impact on sustaining the good relationship that the school has with the parish and village community. Daily worship takes place in a classroom and every effort is made to create an appropriate environment through use of a candle and music. All learners know the school prayer and older ones can explain the meaning of the Lord's prayer. They speak about private prayers and about the times that they think about their feelings and emotions, one boy explaining that he "asked God to help me not to lose my temper". Learners talk confidently about the times they spend in the quiet garden that they planned and tend themselves. These opportunities have a very positive impact on developing the spiritual dimension of learners' lives and on their high levels of self confidence and self esteem.

### **The effectiveness of the leadership and management of the school as a church school**

**is satisfactory.**

The headteacher is well supported by staff and Governors in creating and maintaining the school's distinctive Christian character. This distinctiveness is underpinned by good provision for Collective Worship and by religious education that develops learners' knowledge and their understanding of how they can apply this knowledge in their everyday lives. Governors are committed to the Christian foundation of the school; they visit regularly and have a good knowledge of the everyday experiences provided for learners. However, whilst Governors are committed to celebrating and making known the nature of the school, there are no formal procedures for holding the school to account for maintaining and developing its Christian distinctiveness. Governors have yet to receive training to assist them in their role of supporting and maintaining the school's Christian character. Whilst the religious education coordinator has a clear vision of how the subject is central to sustaining the ethos of the school, there are no rigorous strategies for monitoring the impact of the subject on the everyday lives of learners or for enabling learners to assess their own knowledge and understanding. Good systems have been established for consulting parents but there are no procedures for asking them about their views of the school's church status and Christian ethos. School leaders have a clear understanding of the importance of developing procedures to ensure that the school's distinctive Christian character is maintained and sustained.

SIAS report January 2009, Malborough with South Huish V.C. Primary School, Malborough, Kingsbridge. TQ7 3RN