

# National Society Statutory Inspection of Anglican Schools Report

## Felton Church of England Voluntary Controlled First School

Mouldshaugh Lane  
Felton  
Morpeth  
Northumberland  
NE65 9PY

<b>Diocese:</b>	<b>Newcastle</b>
Local authority:	Northumberland
Dates of inspection:	12 <sup>th</sup> March 2013
Date of last inspection:	1 <sup>st</sup> May 2007
School's unique reference number:	122273
Head teachers:	Nichola Brannen and Suzanne Connolly
Inspector's name and number:	Sheila Bamber 621

### School context

Felton is a small rural first school with 67 pupils on roll. All the pupils are of white British heritage. The school is organised into Adventurers (integrated provision for nursery – year 2) and Explorers (years 3 and 4). In 2010 joint head teachers were appointed to a job sharing arrangement, with Wednesday as their changeover day. They both have some teaching responsibility (0.3) which they also share.

### The distinctiveness and effectiveness of Felton as a Church of England school are outstanding

Standards are high in every area of this outstanding school, and aspirations are higher still. Christian values underpin all areas of school life, and are visible in the physical environment, the conduct and conversation of all stakeholders, through the curriculum and in the evaluative work of the governing body. Every person in the school is valued for themselves and their contribution to the community, which looks beyond the school boundaries. The school knows itself, and has clear priorities for improvement and for providing a broader social and cultural experience for pupils.

### Established strengths

- Collective worship, which inspires the thinking and day to day action of the school community
- Religious Education, which is integrated into, and enriches the creative curriculum.
- Leadership and management, which is aspirational in its ambitions for the pupils, and focussed on managing change to secure sustainable outcomes for all.

### Focus for development

- Give children more opportunities to lead Collective Worship in school
- Securely embed a more detailed evaluation of the impact of actions into future planning
- Be explicit about the impact of Christian values

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

All pupils talk readily about their school as a living, loving, learning place, and it is easy to observe this in their behaviour, care for one another, the school environment, and their focussed approach to their learning. Pupils want to learn, and are encouraged to take responsibility as independent learners, and to help others. The way in which Explorers choose their jobs, and work in a variety of groups builds social skills and relationships, and pupils know not only how to behave but why this is important. Displays of pupils work throughout the school illustrate the many opportunities that are provided through the

integration of Religious Education (planned as a separate stream) into the creative curriculum to reflect on Christian values; for example 'biblical super-heroes', 'Goliath was bigger and more powerful than David, but God's power helped David to stop him because David loved God'. Pupils feel safe in school, and uncertainty from a recent parental survey about how bullying was tackled was dealt with sensitively and promptly, using anti-bullying week to help pupils and other members of the school community to understand what bullying is and how it would be dealt with.

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

Pupils described how they felt when they did things that were wrong, and were able to speak of God's forgiveness and his continuing love, and linking this to the previous week's theme of justice. They 'like learning about Christians, and Christmas and Easter and Lent' and have asked through the School Council for the candles and the sand to change colour with the liturgical seasons, as the cloth on the well-focussed worship table does. The display in the worship area builds up over the week, and included pupil's comments as well as a thought for the week. Pupils were invited to join in with the Lord's Prayer and with prayers at lunchtime and the end of the day. Teachers and local clergy, including the URC Minister, regularly lead worship, and follow the comprehensive scheme of themes that has been successfully introduced during this year. The impact of worship is evaluated through observation, engagement with pupils and the involvement of governors, and the growth in confidence of the evaluators is evident. Worship takes place in church each half term, and pupils are involved in planning and delivering this. More opportunities to do this in school worship would accelerate the development of their leadership skills and confidence.

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

The leadership of the school has a clear and ambitious vision for the school as an outstanding Christian learning environment, and the mission statement (an acronym of FELTON) clearly shows the values that underpin this. Reflective practice and evaluation by all members of the school community drives the necessary change, which is well-paced to ensure that good practice becomes embedded. The development plan focusses on discrete areas on a term by term basis (examples include quality of teaching, Collective Worship and phonics), and evaluated carefully. From initial reservations, the governors now feel that the shared headship brings a creative energy and additional capacity to drive improvement in a small school through modelling, mentoring and focussed support, and the whole school community is involved in and committed to this. The school is an active member of the local Alnwick Partnership (supporting the transition from first to middle school) and the local cluster of church schools, both of which bring invaluable external perspectives.

SIAS report March 2013 Felton CofE VC First School, Felton, NE 65 9PY