



The Diocese of
Winchester

Name and address of school Highfield C.E. Aided
Type of school Primary
Status VA
Diocese Winchester
LEA Hampshire
Dates of inspection 5,11,12 October 2007
Date of last inspection 5 and 14 March 02
School's Unique reference number 116395
Name of Headteacher Mr Allan King
Name of Incumbent Rev. Graham Archer
Inspector's name with National Society inspector's number David Naylor 414

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 and followed the OFSTED inspection.

School Context

The Infant and Junior departments are separated by half a mile. The Church is very close to the Infant department in its original Victorian building. Of the 242 pupils on roll, 77 are from ethnic minority backgrounds and approximately 20 need to be taught English as a second language. Although the number of children with special needs is relatively small, children with special needs receive and need intensive provision. A significant number of pupils come from outside the catchment area by parental choice of this very successful Church school.

Previous Inspection Details **Progress since the last inspection**

The last inspection took place in March 2002. Significant improvements have been made to the immediate environment with an emphasis on pupils' spiritual development e.g. a 'Reflective' garden, outdoor story telling arena and reflective corners with prayer boxes in each classroom. A subject leader for R.E. has been appointed to lead the subject from the Infant base to ensure good continuity.

Summary Judgement

Highfield Primary school is an outstanding Church school. The Christian foundation of the school is of central importance in all that it does. Its vision is clearly expressed in theological terms e.g. the biblical basis of creation, love, awe and wonder, grace, forgiveness, peace, hope, faith, truth, humility, responsibility and relationships are all articulated followed by challenging questions about translating these Christian virtues into practice. The emphasis on pupils' spiritual development is pervasive in the whole curriculum and in everything the school provides.

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

Overall Grade 1

- Pupils have a very positive experience of Christian worship through weekly worship in church, regular visits from a strong ministry team and exemplary role models in all the adults they encounter in school.
- Each day is a new start for both pupils and staff e.g. calming and prayerful activities are routinely built into the day and significantly enhance learning
- Pupils are constantly encouraged to follow a healthy life style e.g. fruit, vegetables and water are provided for both staff and pupils.
- Pupils use the 'Reflective corners' of each classroom and contribute prayers and thoughts which are used in worship.
- Pupils are encouraged to take responsibility through the Schools Council and their views are listened to and respected.
- Pupils' engagement in learning during lessons is enhanced by routines for calming, stilling and focusing their attention.
- Members of the School council expressed their appreciation of opportunities to experience other cultures through R.E and through encounters with their peers. The school celebrates its ethnic diversity effectively within its Christian ethos because of its commitment to openness and inclusiveness.

The worshipping experience provided by the school is outstanding

Overall Grade 1

- All pupils experience worship in church weekly on Thursday. Pupils interviewed expressed their appreciation of this and in particular their enjoyment of stories and opportunities for active involvement in worship e.g. in a lively presentation of the story of David and Goliath they were encouraged to cheer yet engaged attentively to the lessons about humility and courage.
- The weekly services set the theme for the week and are followed up with reflection and recall on Friday morning prior to 'Celebration' collective worship.
- Parents have an open invitation to attend collective worship and a good number attend and appreciate the initiation their children are getting into a wholesome, lively, open and accepting environment. Pupils sing with gusto.
- At Key Stage 1 pupils respond reverently to well chosen music and evocative visual stimulus e.g. pictures of Autumn colours together with microscope pictures of fruit prepared by children were used to raise a sense of awe, wonder and thankfulness.

Religious education provided by the school is outstanding.

Overall Grade 1

- At Key Stage 1 pupils are stimulated using a variety of visual material and artefacts into making oral contributions of a high standard.
- The standard of work achieved at Key Stage 2 oral work is excellent. Written work does not match the standard of oral work and can be improved.
- Long term planning is thorough with clear emphasis on learning outcomes for pupils.
- Preparation of lessons is meticulous. Classroom management is excellent so that lessons have good pace.

- A good balance is achieved between learning about religion and learning from religion e.g. Year 4 pupils scrutinised a variety of gospel texts selected to match ability levels to see what they could learn about Jesus. Full participation was achieved by the effective use of questioning using white boards in a lesson with timed activities to achieve good pace.
- In Year 3 similar teaching techniques were used to explore Psalms. Evocative Psalms e.g. Psalms 150, 23 and 8 were read very expressively by pupils to reflect a variety of feelings such as joy, praise, penitence and these were replicated in the psalms written by the pupils and the teacher.
- Pupils' attention and interest is maintained by the use of stimulating visual material and artefacts. They contribute enthusiastically orally and apply themselves well to the tasks set.
- A year R lesson on celebration enabled children to handle artefacts and they were stimulated to make a range of responses. In this lesson the different cultures were celebrated to the delight of the Jewish, Chinese and Iranian pupils who responded to photographs and spoke with enthusiasm about their special days.
- Interesting and lively work undertaken and displayed in classrooms shows respect for the range of cultures in the school in line with the 'inclusive' policy. Pluralistic integration as opposed to assimilation is not an easy process. Constant vigilance will be needed to ensure that the practice in R.E. and collective worship matches the policy.

Areas for Development

- Writing, spelling and presentation in R.E exercise books in Key Stage 2 e.g. drafting of ideas followed by editing and refining of them should be encouraged.
- Assessment of the cognitive elements in R.E. needs further development by taking assessment opportunities where appropriate to check the progress of individual pupils.

The leadership and management of the school as a church school is outstanding.

Overall Grade 1

- Leadership is calm and clearly focussed on the Christian vision for the school e.g. in spite of pressures for a variety of other initiatives, in-service training time is given to articulating and reinforcing the school's fundamental purposes and new staff are initiated into its Christian ethos.
- Management of the school is efficient and effective in creating a stimulating environment. Good management strategies have overcome and even turned to advantage the split site arrangements especially in the area of curriculum continuity and staff development.
- Spiritual direction and leadership is powerfully given by a strong ministry team. The Rector plays a leading part the theological under-girding of the ethos and other members of the ministry team e.g. the Children's Pastor make distinctive contributions.
- Subject leadership has recently been taken over by a teacher with specialist R.E. qualifications and time for preparation and briefings are allocated.
- Good relationships have been established with Diocesan staff.

Inspection Judgements

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

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?	1
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?	1
How well is the school environment used to encourage spiritual development?	1

What is the Impact of Collective Worship on the School Community? Grade

How important is worship in the life of the school and how is this demonstrated?	1
How positive are the attitudes to collective worship?	1
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?	1

How effective is the Religious Education provided by the school? Grade

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?	1
How well does RE contribute to the spiritual, moral, social and cultural development of all learners?	1
To what extent does RE promote the distinctive Christian character of the school together with an understanding of other faiths?	1
How important is RE in the life of the school and how is this demonstrated?	1

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

How well do the Headteacher and foundation governors promote a distinctive Christian vision for the school?	1
How effectively do the Headteacher, senior management and governors encourage, monitor and challenge the school community to realise this vision?	1
How valued do staff feel and how involved in putting the vision into practice?	1
To what extent are all stakeholders, including learners and their parents, involved in evaluating the school's progress?	1
How effective is the partnership between the school, the church and the local community including parents?	1



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: Highfield C of E Primary
Date of Inspection: 5,11,12 October 2007
NS Inspector's Number: David Naylor 414
Type of Church School: VA
Number of Pupils: 242
Phase of Education: Primary

Rating 1-4

How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
How effective is the worshipping experience provided by the school?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The Overall Effectiveness of the School as a Church School	1