

National Society Statutory Inspection of Anglican Schools Report

Bramcote Church of England Voluntary Aided Primary School

Hanley Avenue
Bramcote
BEESTON
NOTTINGHAM
NG9 3HE

Diocese: Southwell and Nottingham

LA: Nottinghamshire

Dates of inspection: Monday, July 10, 2006

Date of last inspection: March 2000

School's Unique reference number: 122788

Headteacher: Mrs Sarah Carlin

Inspector's name and number: Mr Kerry Palmer

School context

Bramcote CofE Primary School draws its 144 pupils from an area that includes a university, teaching hospital and theological college. Although the intake includes children from across the social spectrum, many start school with above average capabilities. The children are predominantly white, however, there are a small number for whom English is a second language or from other faiths or cultures. It is a very inclusive school and supports a number of pupils with significant special needs.

Mrs Carlin, deputy headteacher, has only been on the staff since Sept. 2005 and acting headteacher since Easter. She is also the religious education and collective worship coordinator.

Summary Judgement

Bramcote CofE Primary School is a good church school. All stakeholders actively work to follow its Mission Statement and emphasise its Christian foundation in all aspects of school life. The care and concern shown for all pupils is very good and the distinctively Christian characteristics of the school are outstanding.

Established strengths

- ❖ The Christian commitment of staff and governors to work together in pursuit of the school's aims.
- ❖ The positive and caring attitude of the pupils and staff to school and each other.
- ❖ The emphasis on educating the whole child, including a rich variety of extra-curricular activities.
- ❖ The active and mutually supportive relationship between school and parish.

Focus for development

- ❖ Continue the evaluation of and review of religious education planning, develop a more skills based approach and incorporate further thinking skills activities into the programmes of study.
- ❖ Staff, governors and clergy consider ways of developing pupils understanding of distinctively Anglican faith and practice.

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

The Christian ethos at Bramcote CofE Primary School is outstanding. The children like coming to school, behave well and are sensitive to the needs of others. It was a delight to see the way children supported a significantly disabled pupil. The whole staff team are eager to work together in a coordinated effort to do their best for every child. Every child appears to feel valued as an individual and a unique part of the school community. Circle time and School Council give opportunities for children to take an active part in the school's development and they say Bramcote is special because learning is fun! Bramcote Buddies is another example of children using responsibility well. An overarching Christian concern guides very good social, moral, spiritual and cultural education with sensitivity to other faiths. The physical environment contains very good Christian displays and artefacts, particularly in the hall and entrance foyer. School activity is supported by prayer, including a parents' prayer group and Y6 prayers with the vicar just before SATS.

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

The impact of collective worship on the school community is satisfactory. An established pattern of assemblies and a programme of themes ensure a coordinated approach that includes termly worship in the parish church. A planned review of the assembly themes by staff and clergy will have a positive impact on worship. Assemblies are led by the headteacher, teachers and clergy, with each class leading once a year. In the example observed an excellent atmosphere had been created with banners, artefacts and music. The children were attentive, especially with talk of the World Cup, but the singing was disappointing. Perhaps use of the OHP or powerpoint, rather than hymn books, would help. Prayer was approached sensitively so as to be reflective and inclusive. Each assembly includes a hymn and a prayer. Consideration should be given to introducing some specifically Anglican practice, carefully chosen liturgical greetings or dismissals and prayers and occasional use of the Peace, maybe in circle time too. The new school hall will give more space so that the whole school family, including parents and governors can attend more frequently.

How effective is the religious education?

The effectiveness of religious education is good. The lessons observed were good or better. Well planned, they established clear learning objectives and success criteria with the children, used a variety of approaches and took account of variations in ability. There was a very positive working relationship between teacher and pupils and cooperation in group and pairs work was excellent. The teaching of RE is integrated into cross-curricular planning which, whilst good in principle, needs careful tracking. The pupils in one lesson observed were far more engaged by the IT than the RE. Similarly, teaching about other faiths would benefit from careful evaluation. Whilst appropriate time is given, does the current piecemeal approach give children an appropriate body of knowledge and understanding? Pace and use of time could also be usefully monitored. Standards of achievement match pupil ability. The school plan to review long term planning, moving towards a more skills based approach which will enhance learning. Some good reflective and thinking skills work was observed.

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

The Christian leadership of the school is good. The management team and governors do an excellent job ensuring that the distinctive Christian vision of the school is emphasised in written communications, recruitment of staff, meetings with parents, consideration of school policies and prioritising development. They work and pray together on school improvements, like the recent introduction of a new agreed syllabus, which included joint teacher-governor meetings and inset. There is a genuine team spirit, throughout the school; planning and working together to achieve the school's Christian purpose. The clergy, in this thriving parish with flourishing family worship, play an active part in the life of the school and are pastoral friends to all stakeholders. They welcome requests for church visits and plan specific resources for children.

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