

National Society Statutory Inspection of Anglican Schools Report

Brampton Abbots Church of England Voluntary Aided Primary School

Brampton Road,
Ross-on-Wye,
Herefordshire
HR9 7DE

Diocese: Hereford

LA: Herefordshire

Dates of inspection: 6th July 2006

Date of last inspection: 2000

School's Unique reference number: 116867

Headteacher: Mrs. Lynne Potter

Inspector's name and number: Mrs. Christine Murray-Watson

School context

Brampton Abbots C. of E. Primary School is a small primary school situated on the northern outskirts of Ross-On-Wye. Despite its name, the school moved from the village of Brampton Abbots over ten years ago and no longer directly serves the village community. Its current location does not give it close geographical links either with St. Michael's Church, Brampton Abbots, or with the Ross parish church of St. Mary's, although it receives strong support from the clergy and lay staff of the Ross Team Ministry. It draws most of its pupils from the immediate area surrounding the school.

Summary Judgement

Brampton Abbots School is a good Church of England School. It has a secure assessment of its current strengths.

Established strengths

- A consistent and well taught system of mutually shared values
- Good support for learners' personal development
- Involvement of local clergy and lay church members in the life of the school
- Good use of visitors and trips to support Religious Education

Focus for development

- Establish a forum whereby staff, governors and local clergy can develop a shared vision of the school which fosters a clear Anglican identity and presents it effectively to the pupils, their families and the local community
- The use of assessment in R.E.
- The use of visual resources to celebrate the Anglican foundation of the school and support spiritual development

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

The school as a church school makes good provision to meet the needs of all learners. Many of the learners enter the school with low prior attainment and a relatively high proportion have special educational needs, whether physical, academic or behavioural. The school's clear values and strong pastoral care enables learners from all groups to feel valued and to flourish within a safe and stimulating learning environment. Whatever their abilities and background, their spiritual, moral, social and cultural development is good. A strong sense of mutual tolerance, respect and practical care characterises relationships across the school. The use of visual display in classrooms, though colourful and stimulating, does little to foster an understanding of Christian symbolism.

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

The impact of collective worship on the school community is good. Collective worship plays an important role in the school. Prayer features at various times during the day, not just when the whole school comes together. The learners appreciate the opportunities for worship and reflection. One said, "It would be sad not to have it." They enjoy the different ways the worship is led, particularly when the chance is offered to take an active part. The school is slowly developing more ways in which the learners can bring their own ideas and concerns to the worship. With the regular presence of local clergy to help in the leading of whole school worship, Anglican faith and practice are clearly demonstrated. The planning of worship, with pre-arranged themes (or "Values") that are rooted in other areas of the curriculum at the same time, help to place collective worship firmly within the daily life of the

school.

How effective is the religious education?

The school makes good provision for Religious Education. The school considers RE to be an important part of the curriculum and makes good provision both in terms of lesson planning and the use of visitors and trips to make the subject interesting and stimulating. Formal assessment of the outcome of this provision is not yet secure. The school is aware of this and is looking forward to the introduction of the new locally Agreed Syllabus to support the class teachers in this task. It was evident from the lessons seen that the learners enjoy their lessons and are making gains in knowledge and understanding. The way the teachers make valid connections between lesson content and the learners' own lives promotes spiritual and moral development. By the time they reach the top end of the school, many learners are coming to a personal understanding, and application of, the Christian faith alongside respect and tolerance of other faiths.

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

The leadership and management of the school, as a church school, is good. The Head Teacher and Foundation Governors promote a clear Christian vision for the school which is characterised by a strong pastoral concern, inclusiveness and a determination that Christian values should be at the heart of school life. Prayer features in governors' and staff meetings and many representatives from the local churches offer support to the school, whether in leading worship, as volunteers in classrooms, or running clubs. The staff share a determination to offer all the learners a secure and supportive environment where no-one, however disadvantaged, is held back in any way. The history of the school, being uprooted from its original site and placed in a very different community, offers a challenge that has not yet been fully addressed. As a village school, in close proximity to the parish church and housed in a building with its own clear Anglican identity, there was little need actively to proclaim its C. of E. foundation. Placed as it now is, with no obvious Anglican connection and a school name that bears no relationship to its area or religious affiliation, there is a real need to engage with all its supporters and the staff to forge a new, distinctive identity.

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