

## National Society Statutory Inspection of Anglican Schools Report

### **Brampton, The Ellis Church of England Voluntary Aided Primary School**

Brampton Road,  
Brampton,  
Wath-on-Dearne  
Rotherham. S63 6BB

**Diocese: Sheffield**

LA: Rotherham

Dates of inspection: July 12<sup>th</sup> 2006

Date of last inspection: May 8-11 2000

School's Unique reference number: 106935

Headteacher: Mrs Rosemary Richards

Inspector's name and number: Margaret Ralph 272

#### **School context**

The Ellis Church of England Junior School serves the village of Brampton and is fed by two neighbouring infant schools. There are 259 pupils on roll of mainly white British origin. Brampton lies to the north of Rotherham in an area that has undergone regeneration following the closure of the coal mines that underpinned the local economy.

#### **Summary Judgement**

The school is achieving good progress as a Church of England School and has some outstanding features. The staff are a strong team, committed to Christian values and demonstrating them in their daily life and work in school. Pupils have a very well developed sense of care and loyalty to each other and have genuine respect for and trust in the adults who work with them. They can express their understanding of their beliefs and relate what they have learnt to their daily lives, having a good understanding of moral values and principles. Relationships between the school and the parish are very strong and mutually supportive.

#### **Established strengths**

- The provision for collective worship, which is outstanding and is valued by pupils, who have a good understanding of its meaning and connection to their lives.
- The Christian ethos of the school which is strong and evident. It is underpinned by the strength of respect, compassion, loyalty and self-worth seen in learners and the adults working with them.
- The very good relationships, evidenced in Christian values and commitment, between all who work in the school, the Governors and the parent body, who are strongly supportive of the school.

#### **Focus for development**

- Strengthen the role of the Governors who do not currently monitor and evaluate the impact of collective worship, or of the school as an Anglican church school,.
- Ensure consistency in planning and provision for RE, and develop a form of assessment which will enable you to have a clearer picture of pupils' progress and attainment.

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

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

The Christian ethos of the school is good with some outstanding features. This is because Christian values provide the context in which decisions are made and are also applied to the resolution of conflict, enabling pupils to understand the importance of forgiveness and tolerance. The clear vision of the school as a family founded on Christian principles, such as the importance and value of each individual and the need for mutual respect, care and support is highly valued by pupils and parents. Pupils feel that they are valued for their uniqueness and for the contributions they make to the life of the school. They know that they have a voice through the School

Council. Children with special needs feel valued and are well integrated into school life, being relaxed, confident and happy. Pupils with particular gifts and talents are challenged and supported in developing them, and all learners have the opportunity to realise their potential. The strategies for securing the personal development of each child are excellent. In this school "Every Child Matters" in a very real sense and children are encouraged to eat healthily, to be aware of their own growth and development, to behave with courtesy and concern for others and to enjoy their time in school. The school consults regularly with parents through questionnaires, and operates an open door policy which parents value, feeling strongly that any issues or problems will be resolved very swiftly and fairly. Parents value the school's commitment to developing a strong sense of care and compassion in their children. Pupils are developing their understanding of world poverty and the value of giving through raising the money each month to support a child in India and they regularly support other charities. The children spoke with real concern about Subbaraya and the problems he faces and clearly feel a strong link with him and his community.

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

The impact of Collective Worship on the school community is outstanding.

The impact of collective worship on the school community is outstanding and is central to the Christian witness of the school. It is planned carefully by the worship team, which includes the incumbent. The school gathers for collective worship daily, and learners value the opportunity to reflect and pray together. Good use is made of music, Christian symbols and artefacts to engage interest and attention. The pupils sing with enthusiasm and are attentive, thoughtful and keen to share their ideas and beliefs in response to discussion about the theme for the week. The acts of worship are well planned and involve the regular participation of the worship team and other staff members. The incumbent, who is well known to the school community, leads worship weekly. A 'Reader' from another local church is a part time member of staff, who also leads worship. The end of term Eucharist, held in the school hall on the day of the inspection, was a very special and spiritual occasion which helped pupils to understand the Anglican nature of the worship. They contributed to the liturgy by lighting the candles and leading the intercessions, as well as by joining in the prayers they all know, and by their singing and that of the choir. The Governors and parents who joined with the school on this occasion gave good support to the children and their presence emphasised the strength of the school community. Pupils place a high value on worship and are perceptive in their comments eg. "It is very peaceful and special when we are all together in the hall ..... I look at the candle and think about things ..... about my granny who is ill .....the vicar makes us feel that we all matter to God and that we can tell Him about all sorts of things, because he understands and knows how we feel" They also value celebration assemblies and worship times, when they can share successes with each other and their parents.

#### **How effective is the religious education?**

The effectiveness of Religious Education in the school is good.

The quality and effectiveness of religious education is good and it is recognised as an important subject in the school. Pupils have a positive attitude towards the subject and work with obvious interest and enjoyment. They have good knowledge of many bible stories and are very interested in the work they have done on other faiths. Their recall of prior learning is good - for example in a lesson introducing the Torah as the Jews 'Favourite book' the pupils could remember the names of some of the Old Testament books and in discussion recalled stories from them. Teachers make good use of open questions to encourage recall and reflection. The pupils' writing shows their growing ability to analyse their own feelings and understand those of people less fortunate than themselves. Lessons are stimulating and good use is made of art, music, ICT and a good range of resources to enliven lessons and make appropriate links with other subject areas. Pupils find their visits to Lincoln Cathedral, and the comparisons they make between it and their own church fascinating. They are developing an awareness of the wider Anglican church and of their place as a community within it. Visits are made to a local mosque in Rotherham and learners have a growing awareness of the many faiths and cultures represented in society today. They remember much of what they have seen and learned and can draw out some similarities and differences between faiths. The school uses the Diocesan syllabus effectively, but needs to establish greater consistency in planning, and to

ensure that the assessment mechanisms they have been considering are in place and embedded over the next year.

**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.

Leadership and management of the Ellis School is strong and effective and contributes significantly to the success of the school. There is a clear vision for the school as a church aided school, which is driven by the headteacher and her deputy and shared by the governors and staff. The staff work as a very strong and committed team who share responsibilities and give good support to the leadership team. All the issues raised in the last report have been considered and good progress has been made. The RE coordinator provides good leadership for subject and has regular opportunities for professional development. She is also a member of the worship team who plan the pattern of collective worship with care and with due attention to the RE themes. The school council are an active, articulate group who are developing leadership and decision making skills and take their responsibilities very seriously. Both pupils and parents value the opportunity they have to express their views and feel that they are contributing to the school's development. The quality of relationships between staff and pupils is seen as a cornerstone of the school's work, leading to attitudes and behaviour which are very good. The Chair and Vice Chair, together with the incumbent, provide strong and effective support for the headteacher and are regular visitors to the school. As yet, the foundation governors have limited involvement in monitoring the impact of the school as a church school and this is an area for development..

SIAS report July 12<sup>th</sup> 2006 Brampton, The Ellis Church of England Voluntary Aided Junior School Brampton Road, Brampton, Wath-on-Deerne Rotherham. S63 6BB