

National Society Statutory Inspection of Anglican Schools Report

Brilley Church of England Voluntary Controlled Primary School

Brilley,
Whitney,
Herefordshire
HR3 6JG

Diocese: Hereford

LA: Hereford

Dates of inspection: 27th March 2006

Date of last inspection:

School's Unique reference number: 279899

Headteacher: Miss Susan Lowry

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

School context

This is a very small village school, currently with thirty pupils. All the learners are of white British origin. The modern school building is within walking distance of the local parish church. Recently there have been a significant number of staff changes and changes in the governing body. The present headteacher has been in post for just over a year.

Summary Judgement

Brilley C of E Primary School is a satisfactory church school with the potential to become a good one. The school's self evaluation is accurate and secure.

Established strengths

- Friendly and caring ethos which enables learners of all abilities to feel valued and to gain in confidence
- Good provision for collective worship and the positive response this evokes in the learners

Focus for development

- Continue the creation and building of a team who can work together to foster a distinctive Christian vision for the school
- Make use of more distinctive materials and visual aids to enhance the Anglican identity of the school
- Provide and implement an appropriate scheme of work for religious education which promotes a greater understanding of the different faiths and cultures represented in British society

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

The school, through its distinctive Christian character, makes good provision to meet the needs of its learners.

At the time of the inspection the school was missing one of its two full time teachers through long-term sick leave. As a result, the learners are faced with a variety of supply teachers. With their support, and through the determined leadership of the headteacher and her emphasis on maintaining a caring and supportive environment for the learners, a positive Christian ethos is being established. Because of this, learners of all abilities, including those in the school with emotional and behavioral difficulties, are making good progress and gaining in confidence. Whilst the social and moral development of the learners is good, there is little provision to give them experience and understanding of faiths and cultures other than their own. This limits their spiritual and cultural development.

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

Collective worship makes a satisfactory impact on the school community.

With only two classes, it is possible for the whole school to meet together for worship every day. The headteacher makes this an opportunity for quiet reflection and encourages the learners to contribute their own thoughts and prayers. The children are comfortable with this. The vicar, who has only been appointed recently following

a period of inter regnum in the parish, conducts an act of worship in school every week. During this more lively session, due emphasis is placed on the church calendar and lectionary. Along with occasional visits to the parish church and the encouragement given to the learners to be involved in regular family services, this is giving them a growing understanding of Anglican faith and practice. Whilst the quality of provision is good and the response of the learners is very positive, these acts of collective worship have not yet had time to make more than a satisfactory impact on the life of the school.

How effective is the religious education?

The impact of religious education is unsatisfactory.

There is currently no scheme of work in place for religious education and the R.E co-ordinator is absent through long-term sick leave. Whilst R.E is taught in both classes the school lacks the long term planning to ensure a full breadth of topics is covered. The subject is not well resourced. In particular, a lack of visual aids and artefacts around the school to help learners to identify the religious symbolism, and underpinning concepts, of Christian and other faiths, limits their understanding. Adequate provision to introduce learners to the multicultural aspects of British society, normally found in the R.E curriculum, is similarly lacking.

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 satisfactory.

Brilley School has been undergoing a period of radical change that has left the school community fragmented. Many of the governors, including the Chair of Governors, have only been appointed in recent months. The staff and governors now in place are starting to work together to promote a distinctive Christian vision for the school. Despite the quiet and effective leadership of the new headteacher, and the support of her Chair of Governors, progress in this area is slow. This is inevitable until the temporary staffing issues are resolved and a permanent team can be established. Both learners and their parents and carers find the school a friendly place. Whilst the headteacher feels it is too small reasonably to sustain a School Council, pupils are confident that their voice is heard and that they are free to approach her with their ideas and concerns. There is little of visual impact in the school to show visitors that this is a C of E school.

March 2006 SIAS report Brilley CE school, Brilley, Whitney, Herefordshire HR3 6JG