

## National Society Statutory Inspection of Anglican Schools Report

### **Baildon Church of England Voluntary Aided Primary School**

Coverdale Way,  
Baildon,  
ShIPLEY.  
BD17 6TE

#### **Diocese of Bradford.**

SIAS Inspection: 20<sup>th</sup> March 2007.

URN: 107337

Headteacher: Mr Mick Curtin

SIAS Inspector and National Society Number: Mr. John M Bushell 156

#### **School Context**

Baildon C.E. (VA) Primary School is a large school situated near Bradford, with a predominantly white British population with 12% from other ethnic groups. 10% of pupils have SEN and there are 21 children for whom English is not their first language. Most pupils live close to the school in owner occupied housing although there is an increasing number attending from across the town. The school population is very stable with very little movement in or out other than at the normal times of transfer. The school has maintained consistently above average standards. The school suffered an arson attack in November 2006, which destroyed 50% of the building and destroyed or damaged 75% of the resources.

#### **The distinctiveness and effectiveness of Baildon C.E. (VA) primary as a Church of England school are good**

Baildon C.E. (VA) primary School is a good church school with a number of outstanding aspects including the links with the church and the wider township community. At its core, is a Christian ethos, which permeates school life and there is a strong sense of responsibility for self and respect for others.

#### **Established strengths**

- The distinctive and inclusive Christian ethos, which permeates daily life.
- The responsible attitudes and very good behaviour of the pupils
- The very good teaching in RE
- The leadership of the school, including the RE team and the foundation governors

#### **Focus for development**

- Complete the current review of RE in line with the Diocesan Syllabus
- Utilise appropriate support materials to further enhance the quality of collective worship
- Continue consultations re the introduction of the Eucharist into the life of the school

#### **The school through its distinctive Christian character is outstanding at meeting the needs of all learners.**

The Christian ethos, where mutual respect, community spirit, kindness and care for others, as stated in the statement of aims, is tangible in the school's daily life. The Christian witness within the school is evident in the inclusive approach and the ways in which children respond and behave, as well as in the displays of work, such as the current corridor display on 'the Road to Calvary', and the prayers written by the children. The Christian ethos is also evident in the relationships and attitudes across the whole community, including all staff, governors and parents. The behaviour of the pupils is very good and they are considerate, courteous and confident in expressing their own views. The children appreciate a range of religions and cultures, and are enabled to celebrate diversity through visits to, and visitors from, places of worship across faith communities. There are strong links with a school in Kenya including a visit from members of their choir. The school is a 'Fairtrade School'. The School Council provides pupils from across the school with good opportunities to raise and resolve issues and take responsibility, including providing games and equipment for playtimes. Children have

'monitor' responsibilities across the school. Older pupils take responsibility in supporting younger children including acting as play leaders and reading buddies. The curriculum is enriched through sporting activities and a range of before and after school clubs and visits. 'Sports Camp' provides camps during the holidays. There are outdoor pursuits for pupils with problems and there is a residential visit for Y6 to promote team building and outdoor aspects of PE. There are clear policies on bullying and anti racism and PSHCE includes circle time, which very effectively addresses issues such as bullying, drugs awareness and safety issues. Children's awareness of the needs of others is raised through a range of charity work, such as Christian Aid, Red Nose day and the Shoebox Appeal. The school's Parish Room normally provides a space for pupils, staff and parents to reflect, pray and be still but is currently being used for other purposes during the re-building. The prayer group for the school will be convened once the building work is completed.

**The impact of collective worship on the school community is good.**

Worship plays a central role in the life of the school, following the church calendar, within the Anglican tradition. Collective Worship is carefully planned and the church based Mission Priest makes a valuable contribution, together with other visitors, such as from the Baptist church, the PESADA travelling crib, Indian dancers and the community police. The school holds services in the Church at key times including, Easter, Harvest, Christmas and a service for the leavers, and children take a full part in leading prayers and music. These services are well supported by parents. Travellers' workshops are held in school involving story telling and music and there are Fair Trade Assemblies and the selling of Fair Trade goods. The cross and the altar cloth help to set the tone for worship. Good opportunities are provided for reflection and personal prayer. There is very good use of questioning and worship is led with enthusiasm, with personal experiences and enjoyment being shared with the children. Prayers and hymns/songs are carefully related to the festivals and themes. The singing is outstanding in terms of the children's enjoyment and enthusiasm and often includes physical responses. The children are very well behaved, showing appropriate reverence and respect and they respond most positively. A joint working group of staff and governors is currently surveying parental opinion regarding the introduction of the Eucharist into the life of the school. However, resources available, through for example the Diocesan Guidelines, are not currently being fully utilised to support this work.

**The effectiveness of the Religious Education is good with outstanding features.**

Lessons are carefully planned and well resourced, including the use of ICT although this aspect is currently restricted as the ICT suite was destroyed during the fire. The school has incorporated aspects of the Diocesan Syllabus into the planning and is continuing with the review of policy and practice. The monitoring of the subject is very thorough. A high priority is given to the teaching of RE and in Key Stage 2 it is taught by teachers with specialist expertise. Teaching enables children to learn from a range of world faiths. Standards are above average in terms of what children know about Christianity and other faiths. Visits are made to places of worship across the range of faiths. Very good relationships were evident in all classes. The attitudes of the pupils are positive, confident and sensitive to the beliefs of others, such as when researching the Mandir and the significance of the temple at Amritsar. The faith backgrounds of children are sensitively used to enhance understanding. Very good use is made of peer discussion, debates, drama, role-play and practical activities. Visits from members of particular faiths and visits to the church and other places of worship are a valuable resource in RE and used to make links across the curriculum, particularly in literacy, art, moral and spiritual development, PSHCE and science. Children were able to recall, empathise and discuss what they had learned such as, how Jesus was portrayed at the time of his crucifixion. Resources for RE are good and include high quality articles of faith for all of the major world religions. Teaching is good overall with some very good teaching observed in both key stages. Assessment strategies in RE are thorough and are linked to the learning objectives and a range of recording strategies are used, including the digital camera.

**The leadership and management of the school as a church school is good with outstanding features.**

The quality of leadership makes a positive contribution. The involvement of foundation governors helps to promote the distinctive vision through their frequent presence. Links with the Parochial Church Council are enhanced by some foundation governors having several roles, such as staff who are also on the PCC. The foundation governors regularly attend, and some times lead, collective

worship and fulfil their monitoring role. The philosophy of the headteacher, the deputy and the RE team, is underpinned by a reflective and visionary approach. Relationships between staff are good and built upon friendliness and respect and staff act as good, positive role models. The monitoring of teaching and learning in RE, which involves governors, is systematic and good use is made of lesson observations. Governors are also involved in joint development sessions such as on school ethos. The school reaches out to the local community, including participation in the Baildon Music Festival, where the choir were the winners this year, poetry festivals and the Baildon Parish Flower Festival. The choir performs at outside functions including with the Parish and for the Mothers' Union, the Methodist Ladies Fellowship and senior citizens. The wider community response at the time of the fire, including commerce, was immediate and indicative of the mutual respect and support within the community. Parents have day-to-day contact with staff and are kept very well informed through newsletters and informal conversations. Workshops are held for parents including new parents. There is an active PTA with an associated website. Questionnaires for parents have been undertaken and communications with parents are good.

SIAS report March 2007, Baildon C of E Aided Primary School, BD17 6TE