

National Society Statutory Inspection of Anglican Schools

Barnham Broom Church of England Voluntary Aided Primary School

Norwich Road
Barnham Broom
Norwich
NR9 4BU

Diocese

Local Authority

Dates of inspection

Date of last inspection

School's Unique reference number

Name of Headteacher

Inspector's name :

Norwich

Norfolk

November 21st, 23rd 2006

July 2001

292051

Mr Keith Wright

Mr Thomas Green

Context

This smaller than average Church of England voluntary aided primary school serves its local village community and draws half of its pupils from outside the official catchment. The current headteacher and chair of governors were appointed during the past twelve months.

Summary Judgement

The distinctiveness and effectiveness of as a Church of England school are satisfactory.

The underlying ethos has a good impact on all learners, while the level of distinctiveness as a church school has been less effective. The capacity to improve rapidly is now evident.

Established strengths

- Good relationships between parents, staff and children
- Teachers and leadership committed to high standards of behaviour, care and curriculum

Focus for development

- Raise the profile of foundation Governors and leaders in consideration of how their role might positively promote the effectiveness of the school as a Church of England school
- Consider the practical steps which might be taken to display greater Anglican distinctiveness, particularly through the daily Act of Worship and the visible environment including the 'public face' of the school though the information within its prospectus.

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

The level of Christian distinctiveness makes a satisfactory impact on meeting the needs of all learners in what is overall a good school. There is strong evidence that behind the good quality of education provided across the basic curriculum is a tradition of implicit and underlying Christian ethos. This is enhanced by the values which motivate and guide both teachers and support staff in seeking high standards in everything that is done for pupils. However, there is scant reference to Christian distinctiveness in school documentation or in the visible environment. These absences are most noticeable in the school brochure, and in a range of policy documents relating to the wider aspects of the development of the 'whole child' including Personal, Social, Cultural and Health Education. Music and the arts have a secure place in the life of the school and contribute to spiritual development.

Parents and pupils alike value the quality of relationship which they have with staff. Carefully thought-out policies for behaviour management and anti-bullying are put into practice as and when needed. Pupils are confident that if they are in any difficulty they are valued and will be listened to and cared for. Pupils are encouraged to contribute to informal discussions in lessons and to serve on the School Council. A further opportunity to be heard is provided through a 'suggestions box'. The personal, social and health needs of pupils are well met.

The overall impact of worship on the school community is satisfactory with many good features.

The worship component of the school assemblies is recognisably Christian and planned themes provide consistency and variety. Timetabling constraints and other factors restrict the number of occasions when all the staff and pupils join together for worship. The termly 'Liturgy Service' led by the vicar provides the context for celebration of the school's Anglican foundation, with explanations given to the use of the Bible and the place of The Cross as a focus for worship. Pupils speak warmly of, and enjoy these visits by the vicar. On these occasions pupils are invited to take a full part in prayer through responses. The absence of Christian symbols at other times, such as a cross or the regular saying of the Lords prayer during the daily acts of worship limit the chance to signal that worship is central to the life of the school. Although pupils join in confidently with the saying of 'The School Prayer' other opportunities for prayer such as Grace or at the end of the school day are, as yet, undeveloped. Pupils are very attentive during the imaginative telling of the Bible stories which make a good contribution to pupils' knowledge and understanding of Christian teaching. Leaders are also skilful in using stories to illustrate aspects of human life and endeavour. When singing, most pupils, but particularly the younger ones join in with great enthusiasm, but there are few other opportunities for their more active participation. The acts of worship support the spiritual and moral development of all pupils.

The effectiveness of religious education is good.

The subject leader is enthusiastic and is already having a very positive impact on teaching, as teachers become familiar with the new and recently adopted locally Agreed Syllabus. There is evidence that governors, the headteacher and other staff recognise the particular importance of the subject in a Christian school. Assessment of RE is relatively undeveloped, but there are plans to address this during whole staff development training.

Units of work give appropriate weight to teaching about the major world religions and draw on a range of materials and pupil activities which are well planned. The youngest pupils demonstrate that they enjoy the work as they begin to learn about religious ideas and confidently talk about their feelings.

When older pupils are learning about how Christians demonstrate their faith by engaging in humanitarian projects in the developing world, very good use of is made of Information Technology to bring the subject to life. Pupils of all ages are given many opportunities to reflect, to learn about religion and to learn from the units of work on Christianity and other faiths. Good use is made of RE in promoting the Spiritual, Moral, Social and Cultural development of pupils and in highlighting links to charity projects such as 'Toybox' supported by the school.

The tasks which they are given are well recorded in pupil's books and in wall displays which provide further evidence of the importance given to the subject.

The leadership and management of the school as a church school are satisfactory.

The new headteacher provides very effective overall leadership of the school and is seeking ways to develop the whole school community as part of the Christian ethos of the school. Although issues recommended for action after the last inspection were addressed, governors have not played a significant part in developing the policies of the school in partnership with the headteacher. Policies and school publicity which did not provide sufficient attention to the distinctive nature of the school as an Anglican foundation are currently being reviewed and updated. There has, as yet been little formal evaluation of the quality of Christian distinctiveness, for example in the full use of the Diocesan Self-Evaluation Form, but some Foundation governors are aware of the development opportunities which this focus will give. With the headteacher and staff they are well placed to meet this challenge. The very positive relationship between school and clergy provide a strong basis for further developing profitable links with the local church community.

The development of school worship has been identified by the school as one of the priorities for the coming year. Further work on assessment of RE is also anticipated. The leadership is anxious to extend the partnership and involvement with those parents who, although enthusiastic about the high standards and values promoted by the school, do not think of their school as a church school.