

National Society Statutory Inspection of Anglican Schools Report

Bengeworth Church of England Voluntary Controlled First School

Burford Road,
Evesham,
Worcestershire.
WR11 3HB

Diocese: Worcester

Local authority:	Worcestershire
Dates of inspection:	6 th and 7 th June, 2007
Date of last inspection:	February, 2002
School's unique reference number:	116809
Headteacher:	Mr. David Braham
Inspector's name and number:	Mr. Philip Mitchell

School context

Bengeworth is a larger than average First school serving a suburban area of Evesham. Pupils are mainly of white British origin and a small number are of other faiths and come from minority ethnic backgrounds. A few pupils, mainly Polish, have no English on entry. Pupils come from a wide range of socio-economic backgrounds.

The distinctiveness and effectiveness of Bengeworth First School as a Church of England school are good

Bengeworth is a genuinely inclusive school which values all learners and all members of the learning community. The school has a family ethos which is characterised by care for individual needs and achievements and which reflects the school's aim of developing a climate of mutual trust, respect and affection between all its members. It provides excellent opportunities for learners to grow in confidence and independence, to develop personal qualities needed for spiritual, moral, social and cultural growth.

Established strengths

- The inclusive nature of the school in which all individuals are respected, nurtured and celebrated.
- The team work and collaboration amongst staff, governors, learners and their parents generated by the headteacher and the leadership team.
- Links with the local church and the regularity of services there.
- The rich learning environment provided by the school, both indoor and outdoor.

Focus for development

- Make the Christian vision and values for the school more explicit in governance and leadership.
- Review the planning of school worship with clergy and foundation governors to strengthen Anglican traditions, and the arrangements for monitoring Collective Worship.
- Strengthen self-evaluation procedures to include stakeholder's views upon the school's church status.
- Establish a designated and quiet area for reflection within the school grounds

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

Bengeworth is a genuinely inclusive school in which individuals and their qualities are recognised and celebrated. Staff are positive role-models who display respect, warmth, sensitivity and care to all learners, including those with learning difficulties and disabilities, those from minority ethnic groups and those who face challenging circumstances. This is evident in acts of worship, peer-support at lunchtime/playtimes, in classroom relationships, in the opportunities for pupils to take roles of responsibility and in 'pupil voice' – the confidence

learners display in their discussions with adults in school. Learners clearly feel valued and special; they are attentive and supportive of each other's needs and respectful of the adults they work with. The spiritual, moral, social and cultural development of learners is good. Most learners have appropriate understanding of the Christian faith but have a less secure knowledge of Anglican traditions. They initiate and actively support a range of charities. They comment positively upon the key messages and themes in worship. Parents value the warmth and cheerfulness of staff – and the calm and discrete manner in which problems are handled. Staff and parents feel that the values of the school are expressed in worship, in relationships and in the quality of care and support which is offered to all learners, that they are embedded in school life. Though the Christian nature of those values is not always explicit, they are, nevertheless, reflected in worship, in outstanding classroom/corridor displays, in the school literature and communications. Bengeworth is a 'Forest School' with an outdoor classroom, ecology area and 'adventure' playground; it has a rich environment, to which pupils have made contributions, in for example the request for a 'Buddy Bench'.

The impact of collective worship on the school community is good

Collective Worship is lively, well-planned and a key feature of every school day. It regularly involves participation of many learners and there is a high level of involvement of all members of the school community. The headteacher and deputy heads take a clear lead in school worship and are well supported by teaching staff, all of whom lead whole-school assemblies at some point during the year. Learners respect and value the occasions, entering/leaving quietly and maintaining good behaviour throughout. They contribute positively and with enjoyment – in question and answering, role-play, prayer and singing. The lead assemblies for the week make good use of appropriate symbols and focal points for reflection - eg music, powerpoint 'slide', a candle. During the inspection learners were involved in a 'spontaneous' role-play to accompany the headteacher's story and in a separate act of worship members of Year 3 led a drama presentation which linked their study theme of 'Robots' to God's creation, during which they mimed each 'day' of the accompanying Genesis reading. Learners' entry and departure from worship is accompanied by music, sometimes played by staff and/or pupil musicians. Members of the church 'family', of other churches and visiting speakers (often from charitable organisations) occasionally visit school to lead assemblies and there is enthusiastic support from parents who feel welcomed into class assemblies and services at the church. Themes for worship have been recently reviewed and revised in order to relate both to the church calendar and to themes of study. The school is sensitive to the beliefs and traditions of those of other faiths and its acts of worship provide for their spiritual development. Learners speak positively about prayer – at lunchtime and often at the end of the school day, of their own prayers and class prayers; they feel that collective worship helps them to appreciate each other and their surroundings. They value visits to church and to the key services there which mark the Christian festivals. There are no present arrangements to monitor the quality or consistency of classroom worship, nor of the impact of worship upon pupils - though staff, parents and pupils comment upon the importance of worship in each school day and of the influence the occasions bring to pupils' learning, understanding, attitudes and relationships.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher is fully committed to creating an excellent school where learners receive the highest standards of care, where there is tolerance and respect – and these aims are fully supported by staff and governors. There is a clear emphasis upon team work, upon collaboration, upon high standards of teaching and learning, upon positive contributions to the school community and its environment. The headteacher and staff provide excellent role models for learners. The recently reviewed policy and curriculum for RE supports school values and leadership. The vicar and foundation governors act as key links between the school and the church community and provide effective support for the school. There is a good infra-structure for school governance, though it does not afford sufficient opportunity for governors to promote and challenge the Christian vision of the school. The well developed links with the local church include educational visits, church displays of pupils' work, 'festival' services and visits by clergy/church family to lead school worship. The headteacher regularly contributes to the Parish Magazine in order to celebrate school events and the achievements of members of the school community. There are clear strategies to involve learners and their

parents, in contributing to and evaluating the school's activities, with evidence of school actions based on those evaluations, though they are not as fully involved as they could be in evaluating the school as a church school. The school's values, activities and links with the church community are reflected in high quality communications with families.

SIAS report June, 2007 Bengeworth Voluntary Controlled First School, Evesham. WR11 3HB