

## National Society Statutory Inspection of Anglican Schools Report

### **Broadbottom Church of England Voluntary Controlled Primary School**

Mottram Rd  
Broadbottom  
Longdendale  
SK14 6BB

#### **Diocese: Chester**

Local authority: Tameside  
Dates of inspection: 22 January 2008  
Date of last inspection: 6/7 October 2003  
School's unique reference number: 106227  
Headteacher: Mrs Esther Bland  
Inspector's name and number: Mrs Jean Cooper 117

#### **School context**

This small school serves pupils coming from a range of social backgrounds. The number of pupils claiming free school meals is below national average, numbers with special needs around national average. A very small number of pupils are from ethnic minority groups. The school has worked for the Eco Award and Healthy Schools status. The Headteacher has been in post for a relatively short time and there are many other new staff in post.

#### **The distinctiveness and effectiveness of Broadbottom CE Primary as a Church of England school are good.**

The school has made major changes and improvements since the appointment of the new headteacher. A wide range of strategies have been put into place, such as the quality collective acts of worship and links with both families and the church.

#### **Established strengths**

- Clear vision of the headteacher and governors
- Good quality of collective acts of worship
- Impact of the school's Christian values on the pupils

#### **Focus for development**

- Comprehensive communication of the school's vision in all public documentation
- Consolidation of planned opportunities for spiritual, moral, social, and cultural development.

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

Pupils say they feel safe, valued and special, having confidence in the adults in school to care for them and lead them. In conversation, the pupils reveal an outstanding understanding of Christian values. Religious education (RE) is seen as central to the life of the school and its importance is shown by the good quality and range of display. Observed lessons were good, with staff encouraging reflective thought as well as acquisition of knowledge. Pupils talk openly about their personal beliefs and understanding, showing good spiritual and moral development. The children believe strongly that their future is bright, with aspirations being high. Mature reflection shows good spiritual development, "even if the sun is setting and there is one cloud in the sky you can still have fun with life" (year3/4). Behaviour in school is excellent. Pupils tell how conflict is resolved, speaking of forgiveness and following the example of Jesus, showing that Christian values are implicit in the life of the school. Members of staff describe the healthy but challenging working atmosphere and the way they feel cared for. The school displays are bright and involve the pupils. The cross in the school hall is made from goal posts and chicken wire found dumped on the school field, a good example of the

impact of the positive ethos throughout the school, where such items were used to make something enduring and meaningful. Chinese New Year is danced around the village, with the dragon being displayed in the school hall, the good impact of this on pupils' cultural development was seen as younger pupils explained its significance. Crosses are evident in classrooms and other areas, 'smileys' around the school having some phrases to support the church ethos, for example, 'you are forgiven'. The good impact of the school's Christian values on pupils is revealed in their conversations, 'so we can be good people', 'I think of new intentions for the next day'. School houses are named for the four apostles and the school logo of 'Love Learning, Love Life', summarises the good relationships and emphasis on Christian values.

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

Worship is vital to the life of this community, with parents attending school services regularly and describing a strong sense of belonging. The subject of jealousy via the story of Joseph and his brothers was used to explain Christian values with children revealing a good understanding of such values during the question and answer activity. Pupils' participation and engagement is outstanding, with pupils of all ages participating in singing, praying, silence, and answering questions. The local incumbent used the death of an elderly gentleman who was a local celebrity, to focus on the celebration of a Christian life and the 'good and faithful servant'. Opportunities for spiritual growth are planned, but also are recognised and valued when they occur informally. Pupils use Anglican responses such as "Peace be with you/and also with you". Themes from church are used in school worship, further linking Anglican practice and the school. Links with the parish Church are good and growing. School family attendance at church is increasing and church works in partnership with school to provide good experiences for the pupils outside formal school hours. Other denominational leaders from the community are involved and welcomed in the school.

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

The headteacher and governors have a good relationship, with governors giving time to the school and working as critical friends to the headteacher. The headteacher displays an outstanding vision for the school and is firmly supported in this by the governors. Governor monitoring is good, being in school formally once each year and informally 'all the time', supporting trips and residential activities as well as more formal learning activity. School self evaluation is rigorous, recognising the elements of school performance that are satisfactory and giving these high status for improvement. Members of staff feel valued, having a clear understanding of their roles and responsibilities in communicating the school's vision within the community. Induction for new staff, using the newly revised staff handbook, is very good in offering support. Although acknowledged fully in the new staff handbook, other school documentation such as the prospectus and the school self evaluation form (SEF), does not evidence the Christian vision of the school to the same degree. The managers of the school have satisfactory methods for gathering stakeholders' views of the school as a church school and the strategic view of managers regarding school improvement is good. Partnerships between school, parents/carers, the church and the local community are good, with parents offering huge support and expressions of confidence in the management of the school, particularly the headteacher.