

National Society Statutory Inspection of Anglican Schools Report

Brockington Church of England Voluntary Aided College

Blaby Road
Enderby
Leicester
LE19 4AQ

Diocese: Leicester

Local Authority: Leicestershire

Date of inspection: 25 and 27 June 2008

Date of last inspection: 26 – 28 April 2004

School's Unique Ref. No: 120302

Name of Head teacher; Mrs V Hood

Inspector's name (with N.S. No.) Mr D G Jones (No. 166)

Context

Brockington College serves a number of villages south west of the city of Leicester. It converted from controlled to aided status in September 2004, moved into new buildings on the existing site in November 2007 and achieved specialist status in technology in January 2008. In the current year 7 cohort, 50 pupils were admitted from outside the designated catchment area. Fifteen per cent of pupils belong to faiths other than Christianity, mainly Hindu, but there are no requests for withdrawal from religious education or collective worship. There are 775 pupils on roll aged 11 - 14.

Summary Judgment

The distinctiveness and effectiveness of Brockington College as a Church of England school are good.

The college is deeply committed to its Christian ethos and provides a caring environment where pupils take responsibility and enjoy their education. There is outstanding leadership from the headteacher and governors and careful planning to ensure that standards are high and improving. There are strong links with local churches.

Established strengths

- Strong commitment to its Christian foundation and the college's new aided status;
- Well planned, carefully targeted and thought provoking collective worship, contributing to spiritual and moral development;
- Strong leadership by headteacher and governors
- High standards achieved through the skilled and effective planning by the senior leadership team and governing body.

Focus for development

- Introduce assessment of standards in religious education on entry to facilitate more reliable later assessment of improvement;
- Enable all pupils to assess regularly their level of achievement in religious education and ensure that work challenges gifted pupils;
- Review all policies, prospectus and statement of aims to ensure that they reflect the college's aided status and commitment to Christian values.

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

The college takes its Christian foundation very seriously and the headteacher and governors are in the process of reviewing policies, aims, prospectus and various guidelines to ensure that they reflect their strong commitment to the new aided status. Relationships within the college reflect the Christian values which are promoted. It is a very caring establishment, which seeks to enable all pupils, including those with special educational needs, to achieve the highest possible standard. Pupils feel it is a good college to be at, and they feel valued and respected. Collective worship and religious education make a valuable contribution to spiritual, moral and cultural development including in discussions about HIV, prejudice, the rich and poor divide within society, and asylum seekers. Provision for such development is made in many subjects, for example both moral and social questions are raised within science and many cultures are exemplified in art and drama. The college has a valuable link with a school in Kenya and pupils and staff are keen to develop this further.

The impact of collective worship on the school community is good

Acts of worship are well planned and resourced and a clear distinction is drawn between them and any 'assembly' notices, though this tends to leave a very short time to develop the worship theme. Weekly themes are planned a term in advance with stimulating and interesting sayings relevant to the occasion, many suggested by pupils. They lead to a consideration of many Christian values. On some days one year will gather together, whilst on other days two years gather together in the hall, whilst other pupils worship in tutor groups. The coordinator provides very helpful notes on the weekly theme for tutors to use if they wish. Visitors from a large panel of local clergy and lay preachers lead worship twice a week when pupils from two years are together. Others are led by senior staff. Good use is made of technology in presentation and this helps to capture pupils' attention. Pupils also enjoy occasions when some of their numbers take part in the presentation. Staff are encouraged to attend collective worship as often as possible and on at least two occasions a week. Services are held in the parish church at harvest and Christmas. Pupils are conscious of the very different atmosphere and content of the church services. Pupils feel that the values taught and shared within collective worship influence their lives.

The effectiveness of the religious education is good.

The coordinator of religious education and collective worship is new to the school this year but comes with a passion for the subject, a commitment to personal development through training and to passing on her knowledge to help other staff. She has adjusted well to the new syllabus and used it for discussion with staff. She has developed effective systems for monitoring and tracking progress. She is introducing pupils to evaluating their own progress by constant emphasis on achievement levels in each lesson. She plans to introduce level assessment on entry so that it will be possible for the department to more accurately assess the value added, that is, the progress made by individual pupils through their time at the college. There is differentiation of tasks in lessons to meet the needs of pupils of various abilities. There is good oral work and discussion as well as written work and homework tasks. Marking is good, challenging and regular. Pupils learn about a number of faiths other than Christianity and benefit from visitors from these faiths as well as contributions from pupils about their own faiths. However, they do not have opportunities to visit the places of worship of other faiths, which often makes learning come alive. Resources are good and effective use is made of technology.

The effectiveness of the leadership and management of the college, as a church school is outstanding.

The headteacher offers strong leadership and has a clear vision of the important role of the college as a voluntary aided establishment. She is ably supported by the co-ordinator of religious education and collective worship who shares this vision, but has had to cope with a long term absence in the leadership team for some time, and to deal not only with the change to aided status but also the development of and move to the new building. There are sound structures in place to deal with achievement as well as behaviour and pastoral care. The change of status brought several new people to the governing body, offering much valuable experience. It offers strong critical support and is deeply involved in many issues, for example there is currently a sub-committee reviewing in detail the policy for collective worship. There is also an effective performance and standards committee in place, which scrutinizes policies and evaluates the provision throughout the school. There is very good communication with staff, pupils and parents, and surveys show strong support for the quality of leadership and management and for the high expectations of pupil achievement. Pupils participate through an effective school council with its several committees dealing with internal issues like litter bins and charities, publicity, and recycling.