

National Society Statutory Inspection of Anglican Schools Report

Brockton Church of England Voluntary Controlled Primary School

Brockton,
Nr. Much Wenlock,
Shropshire,
TF13 6JR

Diocese: Hereford

Local authority: Shropshire
Dates of inspection: 3rd October 2007
Date of last inspection: 5th July 2003
School's unique reference number: 123463
Headteacher: Mrs M. Burns
Inspector's name and number: Mr C. Howard 517

School context

Brockton C. of E. Primary School is a small rural primary with 62 pupils currently on roll. It has three classes, one in KS1 and two in KS2. The school derives pupils from a wide catchment area, with a significant number of pupils arriving by school bus. In recent years there have been major staff changes. A new permanent head teacher has been in post since September 2006.

The distinctiveness and effectiveness of Brockton as a Church of England school are Good

This is a good church school which has an outstanding Christian mission to care for and develop the potential of its children. The school is driven by a very effective team of staff, governors and head teacher to secure the very best for their pupils. It has secure provision for self-evaluation.

Established strengths

- The drive and commitment shown by the head teacher, governors and staff in providing a high quality-learning environment, where all children can excel.
- The inclusive nature of the school where strong, spiritual, moral, social and cultural growth is fostered.
- The stimulating learning environment developed by the school to promote excellence.

Focus for development

- To review the symbols and images in printed materials to more clearly communicate the Christian Foundation of the school.
- To fully develop a planned rolling programme for collective worship.
- To develop a formalised system of assessing collective worship involving the pupils and all governors.

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

The pupils at Brockton C. of E. Primary, alongside the learning facilities, are lovingly cared for and appreciated by all. Children are safe, healthy and form part of a happy family where respect and high standards of behaviour are commonplace. The pupils feel special and learn in what they said is a 'happy school'. The displays of pupils' work are visual and vibrant and reflect a celebration of achievements. Displays alongside pupils books pay testimony to teachers' high expectations of the children. They also exemplify a drive to develop a wide variety of cultural understanding both of the pupils' immediate environment and that of wider cultures. Displays inform pupils' understanding about Harvest, the Chinese New Year and Native American Creation Stories. The tangible signs of the inclusive nature of this school are

evident in the surroundings and it goes without saying that for this school every child really does matter. The school has strong links with its Christian and local community. As well as holding monthly family services within the school, the Pre-School are encouraged to use the school facilities on a regular basis. Parents talked highly of the school and how it had an ethos of a 'team spirit' where 'all children help one another'. Pupils, via the school council, have a strong and active voice in the running of the school and talked very positively of the camps e.g. Ireland 2007 where children 'learned to get on with one another' and the 'friendly people' who work to provide excellent relationships at their school. The teaching of religious education (RE) observed was outstanding and directly contributes to the high level of pupils' spiritual and moral development. Teaching methods are clearly planned to engage all pupils. Pupils obviously enjoy learning and are eager to offer their own opinions and thoughts about what their church school means to them. The school has many tangible signs of Christian witness for example the beautiful wooden cross in the entrance area. However there is not enough emphasis placed on the use of symbols and images in printed materials to communicate more clearly the Christian Foundation of the school.

The impact of collective worship on the school community is Good

An observation of an act of worship at Brockton Primary School confirms what is stated in the opening of the collective worship policy i.e. *that worship is a special act. Worship plays an important and special time in the daily life of the school.* There are clearly defined weekly patterns of worship which are led by staff and include regular contributions from the local incumbent Rev Low. Though all staff attend assemblies during major festivals, visitors and the Rev Low's assemblies, normally only a few staff join in regularly with the school's acts of worship. This is something the school is now ready to review. The pupils are encouraged to contribute to assemblies with their own prayers and high quality musical presentations and this creates a worshipful atmosphere. Pupils' behaviour is of a high standard. Pupils are attentive and keen to contribute in acts of worship. Many opportunities are given for quiet reflection during the service and for spiritual development. Though the school has initiated systems for planning acts of collective worship the evaluation of what is provided is underdeveloped. This could usefully involve the pupils and all governors. Given the lack of proximity of location of the main school building to the four surrounding parish churches the school works hard to maintain these very important links with these parish sites.

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

The leadership provided by the extremely committed head teacher and governors is strong. They share a vision for the development of a school which ensures that all pupils have access to an education that is based upon and reflects strong Christian values. Staff show excellent examples of Christian care throughout the daily life of the school. The governors are dedicated to the well-being of the pupils. They alongside staff, provide excellent role models for pupils whilst delivering excellent support and challenge to the headteacher. The school has allocated funding through the School Improvement Plan for good development of the provision of R.E and Collective Worship. Outstanding R.E teaching, coupled with appropriate allocations of time and resources provide for excellent opportunities to develop pupils' learning. The school relates well to its local community and through its strong and continually developing links with St. Patrick Academy, Ghana, West Africa. These opportunities further promote the caring values exhibited throughout the school. Parents feel welcome and enjoy attending class assemblies. Communication between home and school are good with regular letters updating parents of the day-to-day life of the school. Pupils are treated as individuals and listened to carefully. Pupils talked of the positive rewards systems used in school and the opportunities given to share their own achievements and successes. Respect and care provide a keystone for all children and this is evident both in the school and the playground.