

National Society Statutory Inspection of Anglican Schools Report

Broughton-in-Amounderness Church of England Voluntary Aided Primary School

Church Lane,
Broughton,
Preston,
Lancashire.
PR3 5JB

Diocese: Blackburn

Local authority: Lancashire

Dates of inspection: 10th January 2008

Date of last inspection: March 2004

School's unique reference number: 119563

Headteacher: Mr David Fann (Associate Headteacher)

Inspector's name and number: Miss Heather Starkie – NS 179

School context

Broughton-in-Amounderness Church of England Primary School is situated in a semi rural locality on the outskirts of Preston. The school buildings are set in extensive grounds which are used for a wide range of outdoor activities. The parish church and a small cottage museum are located on the same site as the school. The children are predominantly of white British ethnicity and are from socially advantaged and supportive family backgrounds. The school is popular within the locality and is oversubscribed in most year groups. At the time of the inspection, the school was led by an Associate Headteacher together with an established and very effective senior leadership team.

The distinctiveness and effectiveness of Broughton-in-Amounderness as a Church of England school are good.

There is a strong, distinctive Christian ethos which permeates all aspects of school life. Christian principles and values of love, care and respect for others underpin the work of the school and have a significant impact on the all round development of each individual child.

Established strengths

- The school's commitment to the personal development and well being of each child within a supportive Christian environment.
- The very effective pastoral care and support provided for all children within the school.
- The Christian principles and values which underpin the work of the school.
- The strong staff team who work well together and support each other.

Focus for development

- To undertake an evaluation of the school's distinctiveness and effectiveness as a church school and to involve staff, governors, children and parents.
- To formulate a structured approach to the development of children's knowledge and understanding of other world faiths and cultures.
- To develop current strategies of assessment to monitor children's progress and standards of attainment within RE.

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

Christian principles and values are promoted effectively and underpin the work of the school. There is a warm and welcoming, family atmosphere and a strong sense of community within the school. At lunch time, children sit in "families" of eight, with the older children acting as "servers" and looking after the younger children on their "family table". Excellent relationships exist. Staff work well together and support each other. Staff encourage all children to develop

as individuals, enabling them to achieve their full potential within a supportive Christian environment. Children's personal development and well being are outstanding. Very effective pastoral care and support are provided. Each pupil has the opportunity to choose a member of staff who they feel they can approach and who they would like as a personal mentor. Year 5 children act as "Gardeners", looking after and nurturing the children as "Seeds" within the Reception class. Year 6 children undertake the role of "playleaders", organising playground games and activities. Children are polite and well mannered. Christian love, care and respect for each other is clearly reflected in the school's behaviour policy. An effective "ABCD" system of rules is in place encouraging children to "Always listen, Be responsible, Consider others and to Do your best". These rules are displayed very clearly around the school. Children's spiritual awareness is promoted both within worship and also within the wider life of the school. Planned development of the "Old Pond Nature Reserve" will further enhance opportunities for spiritual development. Some opportunities are provided to promote children's cultural development. Children show respect and empathy towards people of other cultures and other world faiths. However, the development of children's cultural awareness as part of the wider, whole school curriculum, are currently limited. The Christian foundation is evident within the school environment. Each classroom has its own worship display. The entrance area of the school also portrays, to visitors and all members of the school community, the message that the school has a distinctive Christian character.

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

Worship has a significant impact in promoting the Christian character of the school and developing the children's knowledge and understanding of the Christian faith. It is an important feature of school life and is respected and enjoyed by the children. Worship is planned following monthly themes, all of which have a specifically Christian focus. Worship is led by all staff and there is an appropriate balance of whole school worship, key stage worship and individual class worship. A good range of experiences are provided including stories, role play and times of quiet prayer. Elements of Anglican liturgy are incorporated into the worship. This helps to develop children's understanding of Anglican faith and practice. An effective focus table is used at the front of the hall, reflecting the colours of the church's year. Pictures, images and artefacts are also displayed and link to the monthly themes. The use of ICT to enable worship to be more creative and to enhance children's spiritual development is currently limited. Children listen attentively within worship. They respond well to prayers and sing with enthusiasm and clarity. This was well illustrated within whole school worship on the theme of "Joseph" led by the deputy headteacher. A very effective way of preparing children for prayer using their hands to represent the wider world provided children with good opportunities to think and to reflect. The school has recently developed the role of individual class worship. This is held each week with two children from each class responsible for the planning and leading of the worship. This enables children to focus worship on specific areas of interest and links directly to their own experiences and feelings. As a result, class worship impacts effectively on children's social and emotional development as well as their spiritual development. There are very good links with the church and the school is well supported by the church community. The church is located within the grounds of the school and is used each week for whole school worship. The Vicar is supportive of the school. The recent appointment of the new curate within the parish is seen as an additional opportunity for the school to further enhance its links with the church.

The effectiveness of the religious education is good.

RE is an important element of the school curriculum and is effective in developing the children's knowledge and understanding of the Christian faith. When talking to the children they were able to express their understanding of the Christian faith in a mature and articulate way. The school uses the Blackburn Diocesan syllabus and is currently reviewing the planning of RE in line with the requirements of the new, revised syllabus. RE is predominantly Christian based, reflecting the character of the school. The study of other world faiths is undertaken but is not yet fully embedded across the school. RE is taught in a range of ways and lessons are fun and interactive. Children can be challenged within RE lessons although work and activities do not always match the children's individual needs and abilities.

Standards of attainment within RE are good. However, standards of written work are below the high standards achieved in other subject areas, particularly literacy. Some assessment strategies are in place and are being developed further in order to monitor children's progress and standards of attainment. Some staff are beginning to use the "I can..." statements, enabling children to be involved in the assessment of their own learning. The Subject Leader for RE, although only recently been appointed to the school, has a very clear overview of the areas of strength within the subject, as well as areas for further development. She has implemented effective systems for monitoring and evaluating the quality of teaching and learning in order to maintain and further enhance the effectiveness of RE.

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

The school has a very strong and a very established leadership team and they are ably led by a very competent, associate headteacher. Together, they have a good understanding of areas for further development within the school. The newly appointed deputy headteacher, leadership team and governors have a clear, Christian vision for the school and are fully committed to developing and promoting the Christian ethos and character of the school. There is a very good team spirit which helps staff and children to feel they are part of a caring and supportive Christian community. Staff feel valued and share the leadership team's vision and sense of purpose. Parents are supportive and the school is held in high regard by the local parish community. Governors are an integral part of school life and are efficient in terms of their leadership and management of the school. They provide challenge as well as support for the school's leadership team and are effective in ensuring the Christian foundation is reflected and promoted within the daily life of the school. Governors are involved in school self evaluation procedures. However, no focused evaluation has been undertaken of the distinctiveness and effectiveness of the school as a church school. There is an effective School Council. The children serving on the School Council are very articulate and have a good overview of their role within the school. They make significant contributions to many of the decision making processes and they take their roles and responsibilities very seriously. They are currently involved in the development of the new nature reserve within the school grounds.