

National Society Statutory Inspection of Anglican Schools Report

Church Broughton Church of England Voluntary Controlled Primary School

Main street
Church Broughton
Derbyshire
DE65 5AS

Diocese: Derby

LA: Derbyshire

Date of Inspection: October 12th 2006

Dates of last inspection: February 8th and 9th 2001

School's Unique Reference Number: 112871

Headteacher: Mrs Margot Davidson

Inspectors' name and number: Margaret Ralph 272

Context

Church Broughton Primary School is a small village school serving mainly Church Broughton with some pupils coming from outlying villages. Very few pupils are from minority ethnic backgrounds, and the number entitled to free school meals is below average. The proportion of pupils with learning disabilities or difficulties is average. At the time of this inspection the headteacher had been in post for four weeks.

The distinctiveness and effectiveness of Church Broughton as a Church of England School is good with some outstanding features.

A strong Christian ethos lies at the heart of the school's life and work. The high expectations of adults and learners alike ensure that pupils will achieve well academically and develop as confident, articulate and rounded individuals with a strong sense of care and compassion for each other.

Established strengths

- The Christian ethos of the school which is underpinned by the strong commitment, values and aspirations of the headteacher and staff.
- The outstandingly good and supportive links between the school, the parish and the village community.
- The pride the children have in their school, their respect for their teachers and the care and concern they have for each other.

Focus for development

- Develop the monitoring and evaluation role of the governing body in relation to RE and collective worship.
- Further develop and enhance the daily involvement of staff and pupils in the act of collective worship.

The school, through its distinctive character, is good at meeting the needs of all learners and has some outstanding features.

Outstandingly strong and caring relationships at all levels are a significant feature of school life and they are underpinned by Christian values. Children and parents are very proud of their school and of its reputation for having high aspirations in all areas of the curriculum and enrichment activities, and for being truly inclusive. Pupils of all abilities are well catered for; they feel that their opinions are valued and their suggestions are often acted upon through their involvement in the School Council. They are tolerant of each others' differences and appreciate and celebrate the many talents that they have. They have been awarded the Health Promoting Schools Award and have good opportunities to make healthy choices at lunchtime. Christian symbols around the school and stimulating displays such as the one about 'thoughts from our worship' are a constant reminder of the school's foundation and encourage reflection and thought for others. Pupils speak sensitively of the plight and needs of those less fortunate than themselves. Standards of behaviour are very high and are underpinned by particularly good

policies for promoting positive language and self discipline. The teaching of religious education makes a distinctive contribution to meeting learners' needs. It is supported by a good policy and planning documents, and examples of good and effective practice were observed. The religious education curriculum is rich in opportunities to learn about other countries and people of other cultural traditions and faiths. The school has a strong and longstanding commitment to raising money for charities such as 'Lepra' and 'Operation Christmas Child' and for supporting and leading local community events such as the May Day activities. There is very strong and mutual support between the school, the parish and the local community.

The impact of Collective Worship on the learners is good.

Collective worship has a significant place in the daily life of the school. Pupils value the time they spend together and the opportunity for reflection. They appreciate it when their teachers worship with them, which they increasingly do. They understand the significance of the prayers they all know and use regularly, such as the school prayer. The worship policy provides an appropriate framework for pupils' spiritual and moral development and complements and enhances the religious education policy. Worship is well matched to the wide age range of the children and there are meaningful opportunities for all children to listen, to respond to questions, to reflect and to join in prayer. The links between church and school are strong and manifest by regular visits from the parish priest to take collective worship and by the school visiting church for harvest, the leavers' service and some church festivals. A number of visiting groups lead worship, often using drama very effectively as a vehicle for telling a story or opening up discussion on an issue. Since the arrival of the new headteacher the school meets as a whole every day, rather than in key stages and all staff lead worship on a rota basis. Pupils would welcome the opportunity to be involved more actively and frequently, and this an area the headteacher would like to develop, as well as encouraging parental involvement at celebration assemblies. Parents value the values and insight their children gain from collective worship and would welcome the opportunity to attend from time to time.

Leadership and management of the school as a church school are good.

The school is very well managed as a church school and the new headteacher has quickly identified its key strengths and areas for development. She is already providing strong leadership and demonstrating her commitment to further strengthen and develop the school's Christian character, working closely with staff and governors. She plans to enhance and widen the opportunities to share and celebrate pupil achievement and to encourage pupils to assess their own performance. Governance is strong and governors act effectively as critical friends of the school. Governors and the headteacher have recognised that this is an appropriate time to revisit the school vision and mission statement and to involve the whole community in its re-drafting. Foundation governors have informally evaluated the effectiveness of religious education and collective worship but have not considered its impact or the consistency of delivery more formally. Pupils spoke very positively of the good opportunities they have to develop their leadership qualities through school council, school clubs and teams, and at the upper end of the school by setting a good example to younger pupils. There is a well established tradition of consultation with pupils and parents on a range of issues and this is good, inclusive practice. Parents speak very positively of their children's educational opportunities at school, of the access they have to the headteacher and staff, and of the encouragement they receive to be actively involved in their children's learning. The leadership of collective worship and religious education has been consistently strong with good support for teaching staff through well chosen resources and INSET opportunities. High quality displays, such as the current one on Sikhism provide a rich stimulus for pupils.