



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Church Broughton Church of England Voluntary Controlled Primary School

Main Street
Church Broughton
Derbyshire
DE65 5AS

Previous SIAMS grade: Good

Diocese: Derby

Local authority: Derbyshire

Dates of inspection: 29 January 2015

Date of last inspection: March 2010

School's unique reference number: 112871

Acting Headteacher: Kim Millar

Inspector's name and number: John Horwood 177

School context

Church Broughton Church of England VC Primary School is a popular small primary school situated in rural South Derbyshire. The majority of pupils come from the village although a growing number come from outside the village. The vast majority of pupils are of white British heritage. The proportions of pupils eligible for free school meals and of those with special educational needs are both below the national average. There has been a high proportion of staff changes since the previous inspection and the acting headteacher has been in post for about seven weeks.

The distinctiveness and effectiveness of Church Broughton Primary School as a Church of England school are good

- School leaders, including governors, have an accurate view of the effectiveness of this church school. The implementation of procedures to promote their clear vision, based on promoting Christian values, helps all pupils develop to their full potential.
- School leaders have a strong belief in the importance of Christian values and lead by example in demonstrating these to ensure that pupils develop outstanding relationships and support the well-being of others.
- Pupils' spiritual, moral and social understanding is developed well through worship and the curriculum resulting in an excellent caring and supportive ethos within the school.
- The Genesis group helps organise worship and leads prayers and singing. This deepens their understanding of Anglican practice.

Areas to improve

- Improve pupils' understanding of Christianity as a multi-cultural faith.
- Ensure that pupils develop a greater understanding of God as Father, Son and Holy Spirit.
- Raise the impact of worship by involving pupils in the planning and delivery of worship.

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

The school is at the heart of the local community and radiates feelings of care, warmth and trust. These are some of the values promoted by the headteacher and staff who set excellent role models for pupils and always put pupils first. These values were clearly evident during the inspection and seen to have a significant influence on pupils' attitudes and their learning. Friendship and enjoyment result in good attendance and this is supported by the excellent relationships within school and the improved communications with parents. A recent parent questionnaire and comments by pupils indicate that this has been a successful focus of the headteacher since she started in school. Although this has only been for a short time, the ethos created is fully supported by all staff and governors. The impact of Christian values on pupils' achievement is reflected in the good achievement of all groups of pupils. There have been some difficult times within the school since the last inspection which resulted in variations, across the school, in the provision for pupils and the progress made. The vicar identified how the Christian values within the school 'shone out' and helped everyone deal with difficult events. Christian values are very high profile throughout the school. The current theme of friendship is identified within worship and is then well supported through both religious education (RE) and other lessons. The impact on pupils' spiritual, moral and social development is demonstrated by the way they discuss Christian values confidently within lessons and by their attitudes and behaviour. There are good opportunities within RE lessons to discuss spirituality which, supported by the Christian character of the school, make a significant contribution to pupils' overall development. Whilst pupils have fewer opportunities to develop their cultural understanding, because of the rural location of the school, they clearly demonstrate Christian stewardship through charity fund raising and their link with a school in Tanzania. There are limited opportunities for pupils to explore the features of other Christian denominations locally and to develop their understanding of diversity and Christianity as a multi-cultural world faith. The school is working with other local schools, to further develop pupils' current basic awareness of this aspect through activities including those offered by the Derby Open Centre.

The impact of collective worship on the school community is good

Worship is an important part of the day and is attended by all pupils. Staff and the vicar are regularly involved in the collective worship programme and all staff are encouraged to attend daily. The majority attend most days and they participate fully. Despite the school hall being used for many purposes, great care is taken to ensure that collective worship takes place in a well-organised and peaceful environment. Increased involvement of pupils contributes to this through the Genesis group who take ownership of this aspect under the guidance of the person leading worship. This is a group of pupils who are elected from across the school to focus on the delivery of worship. All pupils are involved within worship, they sing with enthusiasm and join in with prayers with reverence. The themes and values within worship are clearly identified and have a good impact on pupils' spiritual development. Most worship has a strong Christian focus and contains reference to Jesus and the Bible. Occasional reference is made to God as Father, Son and Holy Spirit but pupils' understanding of this aspect is at an early stage of development. Worship is well planned and uses a range of settings including classrooms and the local church. The local vicar leads worship both in school and in church. The major Christian festivals are celebrated and have a memorable impact on pupils and their values for later life. An example is the celebration of Holy Week where the whole community is involved. Pupils learn about the importance of Holy Week within RE and worship and then share the celebration with the community. The Good Friday walk is a regular event starting in the school and ending with worship in the church and is open to the whole village community to attend. This promotes the values of community and friendship. The vicar ensures that Anglican traditions celebrated in the church over the Easter school holiday period are shared with children in school worship before the end of term in order to experience the total

Christian festival. Although pupils are involved in the preparation for worship and lead some parts of it, they have limited opportunities for planning and delivering the whole worship which limits their full spiritual development. Worship is monitored by leaders and governors but pupils do not contribute to monitoring the impact to further enhance their ownership of worship. Pupils' experiences are enhanced by visitors from the church and wider community who come into school to lead worship. However, the range of visitors does not sufficiently cover a wide enough range of denominations to fully support pupils' understanding of Christianity as a world-wide faith.

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

There are many strong features within the current leadership although there has not been sufficient time for leaders working as a team for the outcomes to fully reflect the strengths in leadership. This is an improving school where attainment is rising due to improved target setting and monitoring of pupils' work. Equal opportunities are successfully promoted by ensuring consistent systems, such as marking, are used in all classes. Pupils of all abilities are helped to make the same good progress. All this is achieved because leaders and managers share a united vision for the school based on distinctively Christian values including love, care, equality and faith. They have a good understanding of the school's performance which has enabled good performance to be consolidated for all groups of pupils. The well-being of pupils is paramount to leaders and the whole-curriculum reflects their Christian values and vision. Their love and care for pupils is fundamental to all the systems within the school. Safeguarding systems ensure pupils feel safe. Excellent relationships between everyone in the school support the behaviour and attitudes that have resulted in an excellent ethos and learning environment. Leaders have developed areas for reflection around the school to support pupils' spiritual development. All classrooms now have areas for quiet and reflection by pupils. Pupils also use the areas to comfort those who are upset, again reflecting their friendship and care for others. Leaders of RE and collective worship are given good support, including training through effective links with the diocese, which is helping improve both aspects. In order to improve the effectiveness of RE education in this small school the same teacher teaches the subject across the school. However, some parts of the RE curriculum are delivered by all teachers within the wider curriculum where Christian values are also high profile. The partnership with the nearby church is very strong with the vicar also being a governor and pupils benefit from good opportunities to visit the church not only for worship but to become familiar with Anglican traditions. There are very few opportunities to visit other churches as the only one is a small Methodist chapel within the village. Although parents are increasingly involved in their child's education and supporting their understanding of the local community pupils have little direct contact with more distant communities to develop their cultural understanding. Staff are given regular opportunities to attend training courses to increase their skills and progress in their careers. Teachers acquire skills that enable them to take on greater responsibility and, for example, the previous Year 5/6 class teacher moved to mentor a newly qualified teacher at a nearby school.

SIAMS report January 2015 Church Broughton CE VC Primary School, Church Broughton, DE65 5AS