

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brockton Church of England Voluntary Controlled Primary School

Brockton Much Wenlock Shropshire TF13 6JR

Current SIAMS inspection grade	Good
Diocese / Methodist District [delete as appropriate]	Hereford
Previous SIAMS inspection grade	Outstanding
Local authority	Shropshire
Date of inspection	10 March 2017
Date of last inspection	26 January 2012
Type of school and unique reference number	Voluntary Controlled Primary School 123463
Executive Head	David Tinker
Inspector's name and number	Bridget Knight 876

School context

Brockton CE (V.C.) Primary School is a smaller than average primary school with 75 pupils on roll. Its executive headteacher, who is also head of another local primary school, has been in post since September 2016. His appointment follows a significant period in which the school did not have a substantive headteacher. The vast majority of pupils are of white British background. The special educational needs percentage and deprivation indicator are both well below the national average. The school's recent OFSTED monitoring inspection confirmed that the school is still good overall.

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

- Christian values are both embedded and enacted. They are understood and appreciated by the entire school community.
- A Christian ethos permeates the school, and leads to good personal and academic outcomes for pupils.
- The school's commitment to a Christian mission results in exemplary relationships and a community of strong mutual support

Areas to improve

- Ensure that the school's Christian values are clearly identified in policies and other documentation so that their impact can be clearly assessed across the school.
- Formalise procedures for monitoring the effectiveness of collective worship in order to ensure accountability and sustained improvement.
- Enhance the profile and status of religious education (RE) as a focal point in the curriculum.
- Initiate a strategic plan to develop senior members of staff as leaders of a church school.

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

Christian values of forgiveness, kindness and care infuse the daily life of this school and its physical environment. They are appreciated and supported by all members of the school community. Accordingly, they have a direct influence on the good spiritual, moral, social and cultural development of all the pupils. The exceptionally good behaviour of pupils and the calm and purposeful working atmosphere in the school are directly attributable to the school's Christian ethos. However, the Christian foundation of the school, while undoubtedly embedded, is not explicit in policies and other documentation. This, a focus for development from the previous inspection, is still an area for future development. Relationships between all members of the school community are positive. There is a tangible sense of mutual support so all pupils say they feel included and know they are valued. In consequence, pupils' attainment is good and attendance is above average. Opportunities to develop pupils' spirituality abound: the curriculum and the school's natural environs are seen as a constant opportunity for offering experiences of awe and wonder. Even set homework plays its part in this: the pupils were recently encouraged to spend some time under the stars and write up their thoughts and responses as a poem. Pupils are interested in matters of faith and readily enter into enthusiastic dialogue, sharing their thoughts confidently and naturally. Pupils have some understanding of Christianity as a multi-cultural world faith and have a respectful understanding of other faiths. They are keen to explore these and reasons why they believe in God. RE is meaningful to the pupils who enjoy its cross-curricular presentation through activities such as embroidering symbols of faith and baking harvest loaves. Activities are suitably challenging, such as in the exploration of the question, 'What is faith?' in Class 2, and encourage pupils to think deeply as well as to accommodate the views of others. Opportunities for extended writing in RE are infrequent. Parents observe that their children frequently relay their learning about God and the Bible at home.

The impact of collective worship on the school community is good

All members of the school community value collective worship. Pupils speak enthusiastically about their experiences, as do parents who are regularly welcomed to worship. Staff describe movingly how their own spirituality is deepened through the experiences offered to pupils in school. The school has in recent times benefitted from the involvement of a member of the local diocesan team who now works with staff to plan worship and with classes to support religious education. Her presence in school has inspired a number of pupils in their own personal prayer lives, and staff and parents similarly feel supported. Pupils think deeply about the messages they hear in worship and have a deep sense of the need to be kind and caring towards one another. They have strongly embraced the symbolism of the lit candle, speaking of it as showing how 'God is all around us'. Pupils understand the value and purpose of prayer, describing it as 'giving time to think about God and Jesus and what they did for us'. The theme of prayer has been followed through in some class lessons where pupils illustrate prayer as 'talking to God on your own'. One pupil related that 'you can live in prayer – it makes you feel calm and thoughtful.' As a result of their deep understanding and their close acquaintance with spiritual matters, pupils take fulsome action in the service of others. This is exemplified most wonderfully in the class 'camping pilgrimage', which raised a huge sum for a cancer charity. Of equal merit are the instinctive initiatives of pupils, for example, to engineer ways to involve less confident friends in a football game. Pupils have some understanding of the Christian belief in God as Father, Son and Holy Spirit. Their written prayers show they relate Christian teachings to their own lives and an understanding of the need to take care of others. The use of collective worship to develop spirituality in all participants was an area for development from the last inspection and this has been effectively addressed. Worship offers a range of experiences, encompassing regular Open the Book sessions, which are much enjoyed by the pupils, as well as class-led worship. Notable are the purposeful visits to worship throughout the year at the four local churches. Services reflect the liturgical year and enable the school to celebrate the Christian festivals of harvest, Christmas and Easter. These visits introduce pupils to a wide range of religious observance and are mutually beneficial, enabling the parishes to feel connected with the school. Worship is largely centred on the Bible and the teachings of Jesus, and follows the Anglican tradition. Pupils show an eager interest in the Christian festivals: they have recently been fascinated by the service for Ash Wednesday, which they recounted with enthusiasm. There is a lack of formal systems for the regular monitoring, evaluation and development of this aspect of the school's work.

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

The recently appointed headteacher is deeply committed to a Christian ethos based firmly on Christian values and this imbues his approach to school improvement. He was ambitious to embrace a church school, and chooses to lead both

his schools along Christian principles. Swift action has already been taken to support vulnerable pupils, and the school's leadership promotes and models an inclusive ethos as a result of Christian convictions. The governing body has upheld the continuously Christian ethos of the school throughout a time of transition between different school leaders. Their monitoring and evaluation has led to suggestions for improvement, such as in the visual presentation of Christian values throughout the school. Therefore this focus for development from the previous inspection has been addressed. Important decisions taken by them, such as the appointment of the current headteacher, have been guided by Christian principles. The school's self-evaluation is accurate and perceptive, giving a positive trajectory for the school's future development. Parents they greatly appreciate the school's enactment of the Christian values and see the impact of this on their children. They are impressed with the way in which their children continue and extend their learning about Bible stories with one another outside school. They enjoy the opportunities to attend worship and to experience at first hand the way in which Christian values are celebrated and promoted. Members of the community play an active part in the life of the school through leading Open the Book and giving instrumental tuition. They have noticed a tangible difference in the spiritual life of the school with the appointment of the headteacher, and celebrate this. The school works in a concerted partnership with the local diocese to bring a vibrant realisation of the importance of religious education, collective worship and Christian values to the school. As a consequence, there are very positive relationships between pupils. Furthermore, pupils exhibit an empathy with fellow human beings around the world as well as a respect for cultures and faiths other than their own. They relish the influence of local diocesan members and avidly seek to learn and develop their own personal attributes in light of their learning and experiences at school. As a result, there is a positive impact on pupils' behaviour, attitudes and spiritual, moral, social and cultural development. The leader for religious education and collective worship has been only very recently appointed. While the development of senior members of staff as church school leaders is at an early a stage, this indicates Brockton's commitment to staff development and to sustained improvement as a church school.

SIAMS report March 2017 Brockton CE Primary School, Brockton, Much Wenlock, Shropshire FT13 6JR