

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### **Broseley Church of England Voluntary Controlled Primary School**

Dark Lane, Broseley, Shropshire TF12 5LW

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Hereford</b>
Previous SIAMS inspection grade	Good
Local authority	Shropshire
Date/s of inspection	16 November 2017
Date of last inspection	20 November 2012
Type of school and unique reference number	Voluntary Controlled 123523
Acting Headteacher	Liz Simpson
Inspector's name and number Quality Assurance Assessor	William Tisdale Jo Fageant 104

#### **School context**

Broseley Voluntary Controlled Church of England Primary School serves mainly the local town. There are 223 pupils on roll which is slightly smaller than the average sized school nationally. There are 8 classes and the number on roll has risen in recent years. The deputy headteacher is currently the acting headteacher whilst the school awaits for their newly appointed headteacher to arrive in January 2018. The vast majority of pupils are White British. The proportion of disadvantaged pupils and those with special educational needs are lower than national averages.

#### **The distinctiveness and effectiveness of Broseley as a Church of England school are good**

- Values understood and promoted by current leaders as Christian values underpin the school's ethos making it a place where all pupils and staff know they are celebrated as unique and special.
- With the support of governors and colleagues the acting headteacher has led developments which are enhancing the Christian character of the school. These have drawn on and supported the enthusiasm of the leader of RE and collective worship.
- The positive ethos of the school, informed by its Christian values, contributes to the good relationships amongst pupils, staff and parents.

### **Areas to improve**

- Strengthen understanding of the school as a church school by ensuring its values and ethos statement are more widely understood from a Christian perspective.
- Create a clear definition of spirituality that is understood by most adults which can then be used to provide opportunities for learners to explore spirituality.
- Build upon learners' enthusiasm to enable them to plan and lead collective worship. Give the children more ownership and responsibility during worship time.

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

Broseley Primary School values each and every learner as an individual and its inclusive approach is based on the school 'FACES' (Faith, Ambition, Courage, Endeavour = Success) ethos. Most members of the community are able to identify how these values affect their daily lives. Certificates are issued once a week for children who promote these values. These certificates, in addition to golden tickets, which are issued in recognition of children making good choices and producing good work, promote good behaviour and a sense of self-worth amongst pupils. This is made obvious in comments such as one parent's description of how her son's confidence and self-esteem has increased as a result of receiving positive praise. Children are able to articulate how their values are used to support them in resolving playground disputes and the empathy and respect shown by pupils is evident for all to see. Although the values are known as Christian values, the majority of children and adults do not readily link them specifically with Christian teachings. Above average attendance for all groups of learners in 2016/17 is attributed to the school's Christian character. This is richly demonstrated in the provision of a non-profit making breakfast club which attracts many children into school early and ensures the attendance of vulnerable pupils. The care and warmth shown by staff also make children keen to be in school. Through these the school's values are modeled. They and Christian love shine through particularly strongly in the learning mentor's work with children who have emotional and/or special educational needs. Her calm, welcoming support transforms these children's learning experiences. Discussing her role and the approach towards inclusion, she explains 'we will listen and not judge; the door is always open for them.' Relationships throughout the community are clearly linked to the Christian character of this school with staff finding comfort in their colleagues and the children with whom they are working.

Furthermore, parents have confidence in the caring ethos of the school and appreciate the open door policy. This is illustrated in the comments of one parent who said that people 'look out for others' and 'empathy for others is important in this school.'

There is not yet a clear definition of spirituality that is understood by staff which can be used to provide opportunities for learners to explore spirituality. However, children are beginning to use the newly formed reflection area for this purpose and are able to express their deep thoughts with confidence. Some of these are their beliefs about God: 'God is the Father; I believe he made us', 'God has his spirit in us.' Religious education has a high profile in this school with learners recognising the importance of this subject in their own lives. They are also able to discuss other faith communities and recall their multi-cultural weeks with excitement. Visitors have included Buddhists and Muslims and learners are able to recognise and respect the differences within and between faith communities.

### **The impact of collective worship on the school community is good**

The attitude of pupils to collective worship is good because they enjoy the experiences offered to them with a child stating that he feels 'happy' during worship. Following monitoring and evaluation, school leaders have recently moved collective worship to the beginning of the afternoon and this has been received well amongst pupils and staff. It has also had a positive impact on the behaviour of pupils, with many children and staff describing how it creates an atmosphere of calm. Children speak with fondness when they describe their experiences of worship and participate willingly. This includes those who have specific learning needs who are now accompanied by a learning mentor who enables them to be fully included. A child explained that 'when I am upset it relaxes me.' Collective worship with the 'Open the Book' team and Father Christopher always includes Biblical material with some learners able to make links between this and their own lives. Other children are not so confident in talking about the Bible stories from which they have been learning and making links between the stories and their own lives. Furthermore, the school's core values are not consistently linked to stories from the Bible and understood in their Christian meaning.

Children understand symbolism used in worship as illustrated by them choosing objects and explaining their meaning at the start of worship. For example, a Year 2 pupil explained the importance of a candle stating that 'it shows us the light and the way to go.' Learners are enthusiastic about taking more responsibility for particular aspects of worship. It includes teaching about the person of Jesus Christ so children are able to offer explanations like 'Jesus sacrificed himself on the cross.' There is an awareness of God as Father, Son and Holy spirit. Some children are able to explain the meaning of Holy Trinity.

Collective worship pays close attention to learners' spiritual and moral development. Leaders use information they gather to ensure the relevance of the themes they develop and explore in worship. A recent pupil questionnaire

identified cyberbullying as an issue that needed to be addressed and school leaders responded promptly by planning collective worship to address this particular concern. Staff and clergy co-operate in planning worship which ensures cohesion and builds upon previous learning. Children recognise the purpose of prayer and are able to talk about their own experiences of prayer and reflection. The new reflection area has been warmly received by the pupils and it is already having an impact on how learners make use of prayer and reflection in their own lives. For example, a child was able to recognise that he can find comfort in this area and explained that he uses it 'when he is feeling down in the dumps.' He later added 'I rate that area.' For another, appreciation of the space has led to the creation of something similar at home. When presented with the thought of removing the reflection area, a child stated that he would feel 'sad and gloomy and make us feel as though God had gone.' Children feel that the prayers they write are valued and they welcome being able to read them during worship. The children like worshipping in a range of different settings and particularly enjoyed the recent pet service at All Saints' Church. Parents and carers show support for collective worship, with over a quarter of them accompanying their children to a recent Remembrance service.

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

Leaders promote a vision based on Christian understanding of the school's values. The deputy head, who is currently serving as the acting headteacher, has worked tirelessly in a short period of time to strengthen the school's collective worship provision. She promotes empathy and talks to the children openly about her own faith during worship. Other leaders also consistently promote the values which underpin the school ethos. For example, problems are dealt with by 'upholding the school values.' However, not everyone understands the Christian significance of the values. The partnership between school and home is strong and parents appreciate how the school makes their children feel valued. When presenting the school with a concern, parents find how approachable staff are and how they address any issues immediately. Good use has been made of the opportunities for the development of staff whilst the school is waiting for their new headteacher to arrive. For example, the literacy and numeracy leaders are currently developing their roles as the acting deputies of a church school. The RE and collective worship leader has received an increase in her leadership release time which has resulted in improvements in the provision of collective worship. She has done this by introducing a worship book which she is beginning to use to monitor the impact of worship. Furthermore, improvements to the provision of collective worship have been rapid and effective.

Leaders and governors have a good understanding of the school's performance and have put measures in place to ensure that there is not a repeat of their recent Year 6 SAT results which were lower than the previous year. Leaders' successful changes to collective worship and strengthened relationships with All Saints' Church have been beneficial for the school and also for the community as a whole. Father Christopher has energised collective worship and worked alongside the acting headteacher to support the recent developments. He attended the recent full governing body meeting in October when he was able to contribute towards the school development plan with the creation of a target focused on developing the ethos of the school in order to impact positively on pupils' spirituality. Leaders have a good understanding of their values and are able to describe how they contribute positively to learners' behaviour and their respect for their peers.

Areas from the previous SIAS report have been addressed. There is now a clear statement of the school's Christian ethos which is not only shared in the new prospectus, but also lived out in the day to day life of the school. Staff and governors have also been involved in monitoring the effectiveness of the school as a church school and making changes to their provision for collective to worship to enhance the impact that it has on learners.

SIAMS report November 2017 Broseley CE VC Primary School, Broseley TF12 5LW