



National Society Statutory Inspection of Anglican and Methodist Schools Report

Broughton-in-Furness Church of England Voluntary Controlled Primary School

Kepplewray, Broughton-in-Furness, LA20 6BJ

Previous SIAMS grade: **Satisfactory**

Current inspection grade: **Good**

Diocese: **Carlisle**

Local authority: Cumbria

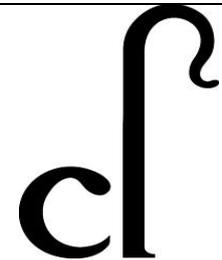
Date of inspection: 23 April 2015

Date of last inspection: 27 April 2012

School's unique reference number: 112287

Headteacher: Jacqueline Graham-Kevan

Inspector's name and number: Ruth Wall NS 548



Diocese of Carlisle
Growing Disciples

School context

The school is much smaller than the average-sized primary school with 57 children on roll. Children join from a variety of socio-economic groups. The proportion of pupils with special needs and those eligible for the pupil premium is below average. Since the previous inspection there has been major disruption to staffing. The headteacher was away from the school for a substantial period and two acting headteachers took charge of the school. There have been two full-time supply teachers for the last twelve months. The school has made permanent staff appointments in September 2014.

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

- The headteacher's dedication and focussed leadership has secured a stable and highly motivated staff team whose purpose is the well-being and development of the pupils in their care.
- Children's broad learning experiences contribute effectively to their spiritual, moral, social and cultural development.
- The strong links with the parish church and other Christian groups impact positively on pupils and promote the Christian character of the school.

Areas to improve

- Embed a structured approach to self-evaluation and monitoring of the school's distinctiveness and effectiveness as a church school, including religious education (RE) and collective worship, in order to ensure ongoing and effective development planning.
- Make the school's distinctive Christian character more explicit in learning, documentation, on the website and in the school environment in order that the school community has a clear understanding of the school's Christian values.

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

All members of the school community recognise the success of the school's aim to 'promote a caring Christian environment and create a friendly and supportive environment'. Children demonstrate their maturity, quiet confidence and the pride they have in their school. Children are reminded of the Christian values they learn about in collective worship and respond positively to being asked 'What would Jesus do?' When asked about 'The Ten Commandments for kids' displayed in the entrance, one child said she believed the most important one was 'to show God's love by loving others'. Teachers regularly acknowledge and celebrate children's efforts and achievements. In consequence, their behaviour and attitude to learning are very good. The school's Christian character results in a secure and caring environment where all children are on track to make at least expected progress. The school has a strong commitment to Christian service in supporting a range of charities. In the relative isolation of their village, children have taken their own important steps to 'make a difference' in their community and beyond. In-depth studies have helped children understand poverty and the need for helping others which has included their active service at a food bank. Children speak enthusiastically about the event they organised for the community in the Methodist church- serving tea and cakes and encouraging the use of food banks. Children are made aware that Christianity is a global world faith through a range of activities. These included a visit from the Bishop of Burundi who worked with children in exploring what it was like to be a Christian in a war-torn, tribal country. Children now have a deeper understanding of wider global issues for Christians. The broad and rich curriculum contributes effectively to the children's spiritual, moral, social and cultural development. This includes the involvement in the Global Learning Programme, with children developing higher learning skills in questioning viewpoints and challenging stereotypes about poverty. The headteacher explained that the project had enabled the school community to reflect on their own ethos and how they can make a difference in their community and beyond. RE supports the Christian character of the school. Schemes of work enable learners to explore Christianity and other cultures, beliefs and practices effectively. Children say it's important to understand about other people's faiths. All members of the school community know that they are valued and the ethos of trust and respect is clearly evident.

The impact of collective worship on the school community is good

Children benefit from a varied experience of worship. The Canon's input, and that of his wife, contribute significantly to children's spiritual development. Children say they particularly enjoy drama and role play in worship. The dramatised retelling of 'The Good Samaritan' in a modern day sketch was a favourite. 'Experience of faith' is a focus in school worship planning. To enable children to understand the significance of the Easter story a re-enactment took place in the school gardens with carefully selected props. As the story unfolded children responded thoughtfully to considering to how Jesus would have felt. Children's spiritual development has also been noted through 'experiencing faith' in the re-enactment of 'The last supper'. Children's knowledge of different Christian traditions and practices is supported through regular visits from 'Jester for Jesus', which children say are 'fun and lively'. Worship is based on Christian themes and Bible teaching. In the worship observed children considered the qualities that the prophet Daniel demonstrated as he trusted in God and stood firm to what he believed was right. Children responded with their own ideas on how this story could help them make the right choices when faced with difficulties in their lives. Their enthusiastic singing, together with input from the choir for special services, serves to enhance the worship experience. Children now plan and lead worship regularly during the year. Of particular significance was the Harvest service. In the book for feedback responses a visitor wrote, 'It was truly splendid with a very strong message'. Another commented, 'It was a wonderful service, it helped me rise above my grief'. Older children also lead the weekly 'Praise' assemblies. Evaluations of worship take place informally and there is evidence that this has led

to school development. For example, daily whole school worship has replaced some class worship, as this promotes the 'family feel' the staff and children prefer. Children know formal prayers and contribute their own personal prayers to special services. Examples of children's prayers emphasise their focus on caring for others.

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

The school has undergone a period of significant change after facing a number of long standing challenges. The school community speak positively of the excellent relationships that now exist. The headteacher is held in high esteem. Her colleagues say that she gives clear direction whilst promoting a strong team spirit. The school has raised the profile of Christian distinctiveness particularly through its link with the parish church. The Canon visits regularly to provide expertise in RE and in collective worship. Parents say that he promotes a positive image of the church and that their children speak enthusiastically about what they have learnt in worship. School leaders are aware that time is required in order to embed recently introduced initiatives. The website, displays and school documents (including policies) do not make clear the school's Christian distinctiveness. The school has identified the need to promote their Christian character and discussions have resulted in creative thinking about ways to achieve this. Governors, some of whom are new to their role, use their various skills to very good effect. Each class has a link governor who is involved in formal monitoring and evaluating of the standard of teaching and learning. However, monitoring and evaluation of church school distinctiveness, including RE and collective worship, is often done in an informal way rather than by using structured procedures. This has led to some positive developments since the last inspection. However, this has been an issue at each of the last three inspections and governors and staff, with the diocese, must now ensure that monitoring and evaluation of all aspects of the school as a church school is fully embedded. The school has, however, been more successful in addressing other issues raised at the previous inspections. These include children's involvement in planning and leading worship and developing children's understanding of Christianity as a global faith. Teachers and support staff have been involved in training which has supported the school in achieving this. The substantial outdoor development, with input from various members of the community, indicates that relationships with the wider community are very good. Children are proud of the contribution they make to decision making through the school council. This includes making improvements in school and charity initiatives. Across the school community there is an excitement and determination to continue to improve their school. They agree with the chair of governor's words, 'This is a new beginning for us'.

SIAMS report, April 2015, Broughton-in-Furness Primary School, Broughton-in-Furness LA20 6BJ