

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

### **Brockenhurst Church of England Primary School**

Sway Road, Brockenhurst, Hampshire SO42 7RX

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Winchester</b>
Previous SIAMS inspection grade	Good
Local authority	Hampshire
Date of inspection	27 June 2018
Date of last inspection	2 July 2013
Type of school and unique reference number	116276
Headteacher	John Littlewood
Inspector's name and number	Sally Jenkins 913

#### **School context**

Brockenhurst Church of England Primary School is an average sized primary school situated in the heart of the New Forest National Park. Pupils' attendance is above the national average. The number of pupils with learning needs and/or disabilities is just below national average. The headteacher and deputy headteacher, who is also the RE and collective worship leader, have been in their posts for less than two years, having previously taught in the school.

#### **The distinctiveness and effectiveness of Brockenhurst Church of England Primary School as a Church of England school are good**

- The school's leadership ensure the distinctive Christian character of the school is maintained and have a clear understanding of what needs to be done to continue to move forward as a church school.
- The strong links with the church and the wider community provide valuable opportunities and support for the pupils, helping them to deepen their understanding of Christianity and explore other faiths.
- The quality of relationships between all members of the school community ensures high levels of personal development and wellbeing.
- Pupils are polite and well behaved and are able to relate this to the school's Christian values.

#### **Areas to improve**

- Develop further opportunities for pupil and adult spiritual growth across the school, linking this with prayer.
- Further embed the school's Christian values and the school's vision, ensuring pupils understand them and that they are rooted in the Bible. Ensure that the values are reflected in key school policies.
- Using the established model for Year 6 pupils leading collective worship, continue to develop pupil participation in planning, leading and evaluating worship and ensure that all pupils are able to access worship each day.

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

At the heart of Brockenhurst CE Primary School is a caring, supportive ethos where each child is valued for who they are, so that they are able to achieve and grow. A pupil from upper Key Stage 2 summed this up when explaining that, "We are unique in who we are and we respect others for being themselves." This attitude is supported by the school's Christian values of loving, hopeful and thankful and the school's vision statement 'We enjoy and excel in the presence of God.' The current school's Christian values were introduced a year ago and are known by all pupils and staff. Pupils are able to speak about these values in terms of how they live their lives and how they support each other. They can also relate them to behaviour within school and explain how they can turn to the values to support them during their learning. Although it is evident that the values are making an impact on the lives of the members of the school community, the majority of pupils are not yet making clear links between these values and Biblical teaching. Older pupils know the vision statement and are able to explain its meaning although it is clear that many pupils are unsure about it. The school realise that, as the vision statement has been part of the school for a considerable time, it is necessary to revisit this with pupils, staff and parents. The quality of the relationships within the school is a real strength and is consistently attributed to the Christian character of the school. Pupils' behaviour is of the highest standard, both within the classrooms and around the school. Pupils are polite and well-mannered and display a caring attitude toward one another. The love and care for each pupil can be seen through the work of senior staff in promoting good attendance, where they work in a variety of ways to support families. The academic achievement of pupils is good, with pupils across the school achieving above the national expectations. It is clear that pupils, including vulnerable pupils, are nurtured and supported so that they can make good progress. All staff work together to deliver an exciting curriculum and extra-curricular activities, which support pupils' spiritual, moral, social and cultural development. Recently, work has been undertaken by teaching staff to write a spirituality scheme of work and this is to be implemented throughout the school from next year. Adults are feeling more confident with their understanding of spirituality and are keen to provide more opportunities and find different ways to capture pupils' responses and thoughts. The school has recently introduced reflection techniques based on the window, mirror, door and candle approach. Pupils are developing their understanding of Christianity as a world faith and are able to speak with respect and age appropriate understanding of different faiths. They speak with interest about the visits they have made to a synagogue and a mosque, explaining that these visits have helped them to gain a stronger understanding of the different faiths. From across the school pupils enjoy, and can discuss the importance of, religious education lessons. This is most noticeable amongst Year 6 pupils who speak of enjoying the in depth discussions they are able to have which, although they can be challenging, have enabled them to gain a greater understanding of diverse faiths and cultures.

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

It is evident that collective worship is now regarded as an important part of the day, in particular whole school worship which takes place three times a week. Senior staff are keen to keep worship fresh and appropriate for pupils. Pupils enter the hall for worship with calm respect. The music, images and candles help to create a special atmosphere, with pupils sitting in quiet reflection until all are assembled. They make their response to a Year 6 pupil who lights the three, individually coloured, trinity candles and welcomes God the Father, Son and Holy Spirit. In response to an evaluation of collective worship, completed by the previous Year 6 pupils and the School Council, worship has been altered. The impact of this has been pupils now regard whole school worship as a valuable occasion. The senior management team now wish to consider the impact of class and Key Stage worship. Pupils particularly enjoy worship when there are opportunities for them to be actively involved. They are gaining a good knowledge of Bible stories and of the life of Jesus, through the worship led each week by a member of the church, and are able to speak about these stories in relation to the school's Christian values. Worship clearly contributes to the SMSC development of pupils. The worship led each week by the deputy headteacher, is said by adults and pupils, to be inspirational and thought provoking. Throughout the year the pupils attend services in the local church to celebrate Christian festivals and parents are always invited to these occasions. Each classroom has a reflection area, each with three coloured candles representing the Trinity, providing unity across the school. These areas do not appear to be greatly used by pupils, although the prayer pebbles they house are taken from this space by pupils and placed in a central school area, to be offered to God in collective worship. Pupils have some understanding of the purpose of prayer and use prayer within their own lives. There are plans for pupils to have opportunities to offer spontaneous prayers during worship. Currently Year 6 pupils plan and lead their own class worship and occasionally lead class worship for a younger class. The school is now considering rolling this model out to other year groups in order to involve more pupils in planning, leading and evaluating collective worship. The governors have taken a lead role in monitoring whole school worship. The local vicar has worked with the collective worship leader to plan a programme of worship, with a range of people from the church and school taking the lead.

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

The headteacher, supported by the deputy headteacher, has a clear vision for Brockenhurst CE Primary School based on a strong Christian ethos, which impacts the lives of pupils and adults in school. Adults agree that the school has always been a Christian place but say that the current headteacher is making a positive difference. The governing body, in the support and challenge they offer, work with the senior team to ensure that the school is moving forward for the benefit of all pupils. They have a good knowledge and understanding of the school's strengths and areas for development, through a series of planned monitoring visits and book reviews. The whole leadership team are dedicated to creating a successful church school. They ensure that the statutory requirements for Religious Education and Collective Worship are fully met. The RE leader is relatively new to this position and is supported by the headteacher and governors in fulfilling her role. RE has been given a renewed focus and the school is continuing to improve teaching and learning through training and monitoring. The Understanding Christianity scheme has been introduced throughout the school and sufficient resources have been purchased to aid delivery. Pupils make relevant links between the school's Christian values, SMSC and discussions in RE lessons. The relationship between the school and the local church is a strength and mutually beneficial. The vicar is in school regularly and welcomes the school to participate in village church services, which pupils are confident to do. An example of this would be the Passchendale service attended by the New Zealand High Commissioner. Each half term the pupils in the Reception class join the Little Flames service at the church with the church pre-school. The church has a link with a village in Rwanda and through this the school are also developing a link with this community. Money has been raised, letters have been sent and received and some past pupils will be joining a visit to Rwanda. The school support local, national and global communities through fund raising for charities. A club is run each week by members of the church, for pupils who wish to explore Christianity further. Year 4 pupils have a close link with the local care home with pupils visiting each week to share games and conversation with the residents. The school's Christian values are a central part of the various activities available in school, with pupils referring to them during their discussions. Parents feel welcome in school, feeling that the relationship between school and parents has improved. They are encouraged to help in school and are able to attend some school and church services. The annual grandparent's day, father's day and mother's day are well attended and adults enjoy the opportunity to work with pupils in school. The school is aware that parents may not be confident in their understanding of the new Christian values and are making plans to ensure they are known by all adults connected with school. Parents are agreed that the school nurtures their children, allowing them to be individuals, and that the caring attitude of the staff makes the school a friendly and happy place, with a good Christian ethos.

SIAMS report June 2018 Brockenhurst Church of England VC Primary School, Brockenhurst SO42 7RX