



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



 The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

North Bradley Church of England Voluntary Controlled Primary School

Church Lane

North Bradley

Wiltshire

BA14 0TA

Previous SIAS grade: Outstanding

Current SIAMS grade: Outstanding

Diocese: Salisbury

Local authority: Wiltshire

Date of inspection: 09 March 2016

Date of last inspection: 06 December 2010

School's unique reference number: 126344

Headteacher: Janette O'Brien

Inspector's name and number: Chris Williamson 290

School context

North Bradley Church of England Primary School has 180 children on roll. Children attend from a wide area including the village itself. The number of children with special educational needs is above average. The majority are from a white British heritage. There have been a significant number of changes to the governing body, including a new chair of governors. The school is in the process of appointing a new headteacher for September 2016.

The distinctiveness and effectiveness of North Bradley Primary School as a Church of England school are outstanding

- Christian values of love and respect make a significant contribution to relationships between all members of the school community
- Children's ability to think deeply and to express their thoughts contribute to their personal spirituality
- Children's knowledge of Christianity, promoted in collective worship, makes a major contribution to their moral development
- The leadership and management are committed to continuous improvement as a church school

Areas to improve

- To involve children further in planning and leading collective worship so that they develop a greater sense of ownership of worship
- To develop children's understanding and use of prayer to support the development of a personal spirituality

- To develop further children's understanding of Christianity as a multicultural world faith so that they perceive themselves as part of a multicultural global Christian community

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

Christian values are deeply embedded throughout the school. Children articulate the distinctively Christian characteristics of the school's values and how these impact on their daily lives. Children treat other members of the school community as they would wish to be treated and this is central to the school's ethos of love and support. This ethos promotes very strong relationships throughout the school and children feel safe, happy and secure. For example a system of 'Helping Hands', where children in Year 4, 5 and 6 support younger children, is mutually beneficial to all participants. The school's Christian character makes a significant contribution to children's academic progress, which is at least good with attainment being above the national average. In particular, vulnerable children make very good progress and attain above the national average as a result of very effective intervention programmes. The Christian character of the school ensures that children's behaviour is outstanding with only rare instances of bullying. Attendance is very good and any issues are approached in a compassionate and inclusive way. Children's spiritual development is particularly well supported. Children are encouraged and challenged to think deeply about issues affecting their lives, particularly in collective worship and religious education (RE). They empathise with others and express their thoughts and feelings with confidence. This year the school has focussed particularly on developing a spiritual vocabulary and this is making a valuable contribution to children's spiritual development. The Christian character of the school supports children's cultural development. Children enjoy a wide range of opportunities to learn about the wider world and see themselves as part of a national and global community. This enables children to have an understanding and respect for each other and other cultures. Children have some understanding of Christianity as a multicultural world faith. For example in RE children learn about how faith based groups such as Christian Aid make a difference around the world. The school rightly recognises the need to develop children's understanding of Christianity as a multicultural world faith. Children enjoy RE and it makes a significant contribution to their spiritual, moral, social and cultural development. For example children learn about other world religions, exploring the values that are inherent in these and how they impact on the lives of believers. Children also learn how the values of other faiths relate to those of Christianity. Religious education makes a significant contribution to the Christian character of the school by emphasising the importance of belief systems in supporting individuals and communities.

The impact of collective worship on the school community is outstanding

Collective worship is inclusive and makes a significant contribution to the life of the school. High quality worship experiences fully engage children who respond with very positive attitudes. They participate with great enthusiasm in worship activities including singing, acting out stories, reading prayers, lighting the candle, leading the responses, responding to questions and preparing the hall. Worship is distinctively Christian and enables children to develop an excellent understanding of Christianity and that Jesus Christ is central to the Christian faith. Worship is planned very thoroughly to reflect the Christian ethos of the school and to enable children to develop a secure understanding Anglican practice and the church's year. Biblical references are always used in worship. Children relate these to the school's core values and to their own life particularly the significant impact they make to their attitudes and behaviour. They readily articulate how the values impact on their own lives by encouraging them to be kind and respectful in their behaviour and to have a positive attitude to their learning. Children are enjoying responding to the '40 Acts of Kindness in Lent' project. They are also encouraged, through worship, to respond to the needs of others beyond school. At the end of worship children say, "We are sent out to love and serve one another and make a difference in the

world". Examples of children's service include their involvement in a range of charitable actions, such as supporting 'Save the Children' and also in recycling to care for the environment. Children's understanding of Anglican faith and practice is enhanced by the regular visits of the local vicar to lead worship as well as by visiting the local church for worship. Their understanding of other Christian traditions is enhanced by members of other Christian denominations who also visit the school to lead worship. Children understand the purpose of prayer and reflection, often reading out well known or school prayers in worship. Their spiritual development has been enhanced significantly this year through increasing use of reflection journals which enable them to reflect deeply on issues in a mature way. Children appreciate being able to express their views. One child commented that it made him "think deeper about being wise". However the school has rightly identified the need to continue to encourage children to use more of their own prayers to enhance their own personal spirituality. Worship planning is given a high priority and is led by the headteacher. Children have some opportunities to plan and lead collective worship however the school rightly recognises the need to involve children further in this. Monitoring and evaluation of both collective worship and the school action plan for collective worship has led to improvements in children's understanding and experience of worship.

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

The leadership of the school promote the school's Christian ethos consistently and clearly. The Christian values which underpin the life of the school are lived out on a daily basis by all members of the school community. The school's Christian ethos has a significant impact on children's daily lives, particularly on their personal spirituality and their relationships with each other and the wider community. All members of the school community talk readily about this impact. The leadership and management ensure that rigorous systems of church school evaluation and strategic planning, which include all members of the school community, lead effectively to improvements for the children. For example evaluation of collective worship now includes children's perceptions of how collective worship impacts on all aspects of their lives. This informs worship planning. Governors are knowledgeable and effective at challenging and supporting the school. Staff and governors benefit from targeted professional development to prepare for leadership roles in church schools. This also has significant benefit for the children. The headteacher provides an effective role model for the development of staff as leaders in church schools. Governors are in the process of appointing a new headteacher for September and rightly recognise the need to sustain the Christian distinctiveness and effectiveness of the school with this appointment. The school enjoys a very productive partnership with the local church. The local vicar is supportive of the school and works very closely with the children and the staff. Children visit the church for curriculum work and members of the congregation work as volunteers in school, for example listening to children read. The school is central to the life of the village and its close links with the church help to promote an understanding of the role of the church in the village. Children benefit from supportive links with the local community. Members of the local Baptist church run a weekly lunch time Bible club in school which is popular and promotes children's spiritual development. Children take an active role in village community life, for example singing to older people's groups and helping with the village 'tidy up'. The leadership of collective worship and of RE are both regarded as very important in the life of the school and are well resourced. This leads to very effective practice in both areas. The school meets the statutory requirements for RE and collective worship.

SIAMS report March 2016 North Bradley CE Primary School, North Bradley, Wiltshire BA14 0TA