



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Brading Church of England Voluntary Controlled Primary School

West Street
Brading
PO36 0DS

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Portsmouth and Winchester

Local authority: Hampshire and the Isle of Wight

Dates of inspection: 6 July 2016

Date of last inspection: 6 July 2011

School's unique reference number: 118182

Headteacher: Beverley Gilbert

Inspector's name and number: Julia Welford 576

School context

Brading CE Primary School is a smaller than average primary school with 92 pupils on roll, situated in a small rural town. The number of pupils entitled to pupil premium funding is above average. The school is no longer part of a Federation but autonomous. An Ofsted inspection two years ago placed the school into a 'requires improvement' category and staffing and the Governing Body are now stable after a period of change. The parish church of St Mary's, which is a short walk away from the school, provides a direct and accessible link with the Anglican tradition.

The distinctiveness and effectiveness of Brading Church of England Controlled Primary School as a Church of England school are good

- The strong and effective leadership of the headteacher, together with staff and governors, promotes a vision for the school based on distinctively Christian values.
- Dedicated support is given to pupils to promote their well-being and academic achievement.
- Distinctively Christian values, which are understood by all stakeholders, underpin a caring community which supports a growing confidence and sense of self-worth in pupils.

Areas to improve

- Further develop SMSC provision to ensure a more enriched and personalised spiritual journey for the children through RE, collective worship and the curriculum.
- Be more explicit in linking the school's Christian values to the life and teachings of Jesus through the curriculum and collective worship.
- Enable pupils to take a more frequent and active leadership role in planning, leading and evaluating collective worship in school, as well as church services, to enrich their experience of worship.

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

Brading Primary School's motto involving "TEAM" (Together Everyone Achieves More), and the Christian values of "TRUST" (Truth, Respect, Unity, Sincerity and Tolerance), is used by pupils and adults in the school community on a daily basis to underpin relationships, impact on behaviours and help in making right choices. The school is focused on unlocking each child's potential and standards have risen particularly over the last two years. Regular half termly teaching, learning and assessments occur, which ensure pupils' needs are being met either by providing carefully planned interventions, or additional support such as through the nurture group, Marshlands. The Christian character of the school promotes the inclusion of all pupils and additional funding is used effectively so that vulnerable pupils generally make good progress. The school employs a family support worker, Emotional Literacy Support Assistant (ELSA) and an Inclusion Lead teacher to ensure pupils' well-being. There are also good links with outside agencies such as the charity Barnardo's that provides 1:1 counselling. Relationships within school between staff and pupils are good. A pupil said, 'Teachers really care for you and help you in hard times.' Parents are confident that the school's Christian values enable their children to achieve well and they recognise the support given to their children by staff. One parent said the biggest thing for her was the 'care shown by staff' and the 'attention towards pupils' needs'. Parents praise the leadership, speaking of the welcoming ethos and Christian values that permeate all that the school does. Older pupils show genuine care for younger children. They act as playground leaders and understand that the role is important and demonstrates teamwork. Work has begun by staff to develop a shared understanding of spirituality and a new policy for Spiritual, Moral, Social and Cultural (SMSC) development is in place, but this is still at an early stage. The good relationships developed with parents and pupils mean that attendance is very good. The school has worked closely with the diocese in developing RE planning. RE days enable a deeper understanding of the concepts being explored. Also, good questioning by staff, such as was observed in the Year 5/6 class, and a varied approach, ensure more meaningful, personal responses. Recently pupils visited St Cecilia's and Quarr Abbey, gaining understanding of the lives of monks and nuns living there and their service to God. The school offers a broad range of extra-curricular activities every day, as well as a breakfast club. These are well attended and make a positive contribution to pupils' personal, social and health education. The school has tried to achieve a previous focus for development, to initiate links with a school on the mainland but has had little success. The headteacher is aware of the necessity to develop pupils' cultural awareness and is making progress in this through the curriculum. The school continues links with a school in Pakistan.

The impact of collective worship on the school community is good

Collective worship makes a valuable contribution to the promotion of explicit Christian values. Acts of worship are the main way through which the school's ethos is developed. Themes are planned using the 'Values for Life' programme, often linked to the school's core Christian values and Bible stories. Pupils are developing a good understanding of how these core values can make an impact on the choices they make. This is supplemented by teaching of the major festivals in the church year such as Christmas and Easter. Pupils have a good understanding of these festivals and why they are celebrated by Christians. They respond well in worship when asked questions and are attentive. There is a clearly designated focus area for worship and children gather respectfully. They engage with the theme and sing enthusiastically. The worship offers structure and opportunities for reflection and prayer, but the content of worship needs to be more explicit in linking the school's Christian values to the life and teachings of Jesus. Pupils enjoy how their achievements both in and out of school are celebrated in Celebration Worship on Fridays, where parents are welcome to attend. This helps pupils develop confidence and self-esteem. They have the opportunity to visit the Parish Church to support aspects of RE, celebrate Christian festivals and other important times such as Remembrance and Leavers'

services. These services are well attended by parents and other local residents. Recently Years 5 and 6 visited the church to participate in a re-enactment of a baptism led by the Archdeacon. Prayer has an important focus and pupils are encouraged to write their own prayers to place on a prayer tree. Two pupils read their 'teaspoon prayers' (thank you, sorry and please) during the observed worship. Pupils are developing an understanding of the nature of the Trinity, though this needs to be developed further. The previous incumbent led a weekly collective worship using her knowledge to make Christian practice more explicit for both pupils and staff. The school now has two class collective worship times. These allow a more intimate atmosphere where pupils feel at ease to participate, and use is made of the reflective areas. Monitoring and evaluation of worship by staff, foundation governors and the headteacher is detailed and the impact discussed by staff and governors. Displays around the school are a constant, visual reminder of the school's values. Daily worship is planned by the headteacher around Christian values as well as the seasons and festivals of the Christian year. The headteacher is exploring widening the range of worship leaders.

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

The school is very well led and managed by the headteacher, present staff team and governing body. Together they have a good capacity to move the school forward, with planning in place to ensure continuing improved pupil well-being and achievement. Although the church of St Mary's is currently in an interregnum, the school has maintained its church links. The previous vicar was very much part of the school community who supported the school both prayerfully and practically. Pupils visit the church as part of their religious education (RE) as well as worship at core Christian festivals. Children and their parents see the church as an integral part of the school and value the times when major Christian festivals are celebrated there. A parent spoke of her family joining the church as they wanted to be part of the Christian community. Parents also say that the times when the school celebrates festivals at the church and Friday celebration assemblies (worship) are part of belonging to the school community. Parents feel that the school's Christian values help their children to understand relationships and make the right moral choices in life. The school meets the statutory requirements for RE and collective worship. The school has very close relationships with the pre-school on site, with whom they share some facilities and resources and who also join in school and church events. Parents are pleased with the transition into school. The leadership and management are well aware of the changes that need to be made to the RE curriculum and have appointed a member of staff to take responsibility for this area. The newly appointed RE leader will require additional support next year to ensure the subject has further impact on the lives of all pupils. The headteacher, as present subject leader, carries out regular monitoring of teaching and learning in RE and systems for monitoring pupil progress will be adapted. The diocese has been actively supporting RE and staff and governor training and the new advisory teaching and learning lead may also assist in developing the subject and collective worship. Pupils speak of their roles in the school, such as mini governors, who have presented to the governing body on anti-bullying and being a 'green school'. They know the importance of the school values and try to adopt them in their own lives. They see RE as important, one pupil stating, 'So you can respect and learn other beliefs'. The school benefits from a good relationship with the diocese that includes professional development, training and support. Staff work hard to build strong supportive relationships with parents and the school achieved the Leading Parent Partnership Award. Parents have appreciated the school actively seeking and acting upon their views. They support charities such as donations to the local foodbank at Harvest, Christmas shoebox appeal, Age UK, Comic Relief and Barnardo's. Some areas for development from the last report have not yet been fully addressed but are included in the school development plan.

SIAMS report July 2016 Brading CE Controlled Primary School Isle of Wight. PO36 0DS