

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

<b>Bournebrook Church of England Voluntary Controlled Primary School</b>	
Coventry Road Fillongley Warwickshire CV7 8ET	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Coventry</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Warwickshire
Date of inspection	9 October 2017
Date of last inspection	November 2012
Type of school and unique reference number	Voluntary Controlled Primary 130881
Headteacher	Alison Patchett
Inspector's name and number	Reverend Alison M. Morris 759

### School context

Bournebrook Church of England Voluntary Controlled Primary School is a small rural school. There are 154 pupils on roll aged from 4-11 with 17 pupils in the nursery. The majority of pupils are from White British backgrounds with four Muslim families and one Hindu family. The proportion of pupils eligible for free meals is below the national average. It has a strong reputation in the local community and close links with St. Mary's & All Saints Church. The headteacher was appointed in September 2015. Over the last two years the school has experienced challenges in finance and its viability as a school.

### The distinctiveness and effectiveness of Bournebrook as a Church of England school are outstanding

- Inspirational and stable leadership by the headteacher who is motivated by her own personal faith is instrumental in sustaining a distinctively Christian school that is inclusive, welcoming and harmonious.
- Embedded Christian values are seen particularly in the pupils' behaviour and their relationships with each other, which ultimately enhance all pupils' learning.
- The exemplary work of the vicar enhances both pupils' and staff attitudes to faith and to their spiritual journey.

### Areas to improve

- Consolidate the current good practise of governors through further training.
- Build upon the already existing imagery in the school grounds which will enhance opportunities for spiritual reflection.

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

The overtly Christian character and ethos is immediately apparent and permeates every aspect of school life. Learning and teaching are inclusive and all are welcomed and encouraged to reach their full potential here. Core Christian values, such as respect, friendship and perseverance, which are rooted in Jesus' teaching, are being successfully embedded and internalized through the Bournebrook Way. As a result, this helps to create the positive and caring Christian ethos by setting the expectation for how all should live. The mission statement 'Where we grow and flourish cradled by Christian values' makes explicit the commitment to being a distinctive church school which is lived out in the day to day lives of pupils, staff and governors. The strong Christian character also strengthens the school's commitment to meet the holistic needs for all groups of learners. Hence, individual gifts and talents of all pupils are recognised and nurtured within a stimulating Christian environment. Pupils thrive in this happy Christian ethos supported by exemplary care which is provided through a newly developed house system. Highly effective identification of pupils who need support and excellent special educational needs and/or disability (SEND) provision ensure academic, social and emotional wellbeing are supported for all pupils. Effective use of outside agencies, such as Sycamore Counselling and regular pupil progress meetings monitor pupils so challenges are overcome. High expectations and aspirations have a significant impact upon pupils' lives because they positively influence their attitudes, behaviour and relationships. Pupils are treated with dignity, valued and 'equally cradled.' As a result, high standards and excellence are achieved through an engaging and creative curriculum. Achievement is celebrated and pupils are inspired to believe in themselves. This is clearly understood and practised by all who belong to this family - orientated school. One pupil said, 'It's not just a school. It's a family and you are part of that family'. Pupils' spiritual, moral, social and cultural development (SMSC) is outstanding because the school's Christian character adds an extra dimension to the Bournebrook Way. Religious education (RE) also makes a very significant contribution to pupils' SMSC development, as belief matters in this school. However, the school has already identified the need to integrate further the Understanding Christianity resource. The Warwickshire RE Syllabus provides a well-structured scheme which fosters deep respect for Christian values and beliefs. As such, RE impacts on the school's Christian distinctiveness. Pupils have a deepening sense of Christian identity enhanced by work with Coventry cathedral. Pupils' knowledge of the Christian story is excellent as well as their awareness and understanding of other faiths and cultures such as Sikhism and Islam. Pupils enjoy RE and are challenged by creative learning activities, such as external visitors and use of a range of artefacts. Learners are fully aware that Christianity is a multi-cultural world faith. They have a high degree of understanding of and respect for diversity and difference both within the church and in other faith communities. Current effective strategies to celebrate diversity include visits to a multi-faith centre and celebration of other cultural festivals such as Diwali. Pupils can explain what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. One pupil said, 'The church school reinforces that God and Jesus are everywhere'. Pupils are given leadership responsibilities through an effective school council which allows pupils to flourish and develop into self-assured and confident young people. For example, curriculum work with Severn Trent Water promotes this. Maturity and team work are encouraged through fundraising in the wider community, for example, with Zoe's Place, a local children's hospice. Harmonious staff relationships provide excellent Christian role models which are consistently attributed to the Christian character and values of the school. Standards of behaviour are impeccable due to clear guidelines and expectations which are embedded with Christian values. These are exemplified in the 'caught being good' and the 'positive behaviours programme' elements of the effective reward system. Pupils have a good sense of morality, self-belief and self-esteem promoted through a personal, social and health education (PSHE) curriculum embedded with rich learning experiences. They also have excellent attitudes to learning and attend school because learning is fun. Pupils feel safe and secure in this school. Classrooms have Christian symbols and spirituality corners which, when used, make a significant contribution to pupils' spiritual development. These also, clearly express the school's Christian distinctiveness. A calm and purposeful atmosphere is promoting a learning environment where all pupils succeed and make progress.

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

Worship is inclusive, spiritual, affirming and accessible with a strong focus on the person of Jesus Christ and the Christian belief in God as Father, Son and Holy Spirit. As a result, pupils show understanding of the Trinity. It makes an outstanding impact upon reinforcing and embedding Christian values within this Anglican school. It is distinctively Christian in character and firmly based on Christian values and Bible teaching. Through a pupil-centred approach worship provides meaningful experiences rooted in Christian beliefs and festivals. Worship is valued and makes a good contribution to school life and pupils' spiritual development. As a result, worship through its moral messages influences the pupils' actions and behaviour to take responsibility for their own conduct and charitable social actions. Pupils are attentive because effective use is made of stories, music and prayer. Their understanding of worship is enriched through the use of visual images, symbols, lighted candles and liturgical colours. A greater sense of spirituality is enhanced through opportunities for time to be still and to reflect in an atmosphere of peace. Clever use of inclusive language allows all pupils to listen, reflect and respond appropriately so that they are spiritually nourished. For example, use of responses

such as, 'The Lord is here' allows pupils to take an active part. Pupils enjoy worship, sing enthusiastically and are affirmed throughout. They speak positively about worship and its impact upon their lives. One pupil said, 'We love worship. It is singing to God'. Pupils' attitudes to worship are good because a variety of age related approaches in school and church enable pupils to gain insight and understanding of the church calendar. Additional activities, such as 'Open the Book' and the 'Lent Tent' broaden pupils' understanding of worship. Children also enjoy learning about Jesus through the creative activities in the successful weekly 'Story Keepers' after –school club. Worship is well planned, and pupils come to understand the relevance of Christian values to their lives through good use of Bible stories. Appropriate use by pupils of spirituality corners, the prayer wheel and the garden of reflection demonstrates their understanding of the purpose of prayer and reflection in their own lives. Clever introduction of the pupils' prayer group has helped pupils to write their own prayers. As a result, pupils speak confidently about their own faith and personal prayer. One pupil said, 'God is always there for you and to listen to you.' Key Christian festivals such as Easter, Harvest and Christmas are celebrated in the parish church which reinforces the spiritual link between the church and school community. Substantial links with the both the Methodist and Anglican clergy ensure Christian values are reinforced. All members of the school community develop a good understanding of Anglican traditions and practices through the outstanding work of the incumbent. Well prepared baptism and confirmation classes which are led by the incumbent are also very popular. They embed the very close links that exist between the church and school communities. Additional activities such as visit to Coventry cathedral offer a rich experience of worship and foster pupils' understanding of their relationship with the diocesan community. Parents also respond positively to invitations to attend special services and to share in worship. For example, parents and pupils attend the welcome service and the year 6 leavers' service. Pupils are involved in the planning of worship and some evaluation through a daily book of reflection. However, the governors correctly identify further pupil involvement in planning, leading and evaluation needs to be further embedded. Formal evaluation and of the impact of worship upon pupils by foundation governors is effective, so that the quality of worship offered is substantial, engaging and relevant to the pupils' lives and their spiritual development.

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

The dedicated leadership by the headteacher has contributed significantly to this school's development. Her committed leadership, which is rooted in her own personal faith, strongly supported by senior leaders has impacted positively on the daily management of this school. It has contributed significantly to the successes enjoyed from the challenges facing this school. The school has Christ's teaching at the heart of everything it does. All stakeholders understand and ensure that the distinctive Christian values and ethos pervade throughout the school and are vital to the school's vision. Through the substantial work of the foundation governors a distinctive Christian difference is made to the embodiment of Christian distinctiveness within this school. For example, a group made up of governors, vicar, staff and headteacher works as a specific spirituality group which effectively evaluates the impact of this upon the schools' life. Governors plan strategically and their decisions are consistently informed by the school's Christian mission to the community. Both chair and foundation governors act as critical friends who are supportive of the strategic drive to improve academic progress and pupils' wellbeing. Issues identified in the previous inspection have been, and are being addressed. Robust and rigorous systems implemented by stakeholders for monitoring and evaluating the data for attainment and progress are now in place. Self evaluation and reflection mean that staff and governors have an honest and challenging view of the future development needs of this church school. Insightful strategic professional development and careful succession planning are provided for leaders and governors. This has already impacted well through the effective implementation of the learning improvement plan. Statutory requirements for both RE and collective worship are met. The enthusiasm with which both areas are led spreads through to both staff and pupils. This ensures a high profile for RE which is strategically planned within the learning improvement plan. As a result, RE impacts upon Christian distinctiveness and makes positive links to SMSC. School evaluation of RE is excellent with very good practice in measuring attainment by both school leaders and governors. Purposeful partnerships exist between the diocese, external agencies and the wider community. A very strong reputation within the community contributes significantly to the success of this school. Exemplary relationships throughout the school show the key role that Christian values play in the community. For example, work with the Friends of Bournebrook group is based on mutual respect and trust as pupils, staff and parents work co-operatively together for the benefit of all. This enhances pupils learning. An excellent web page offers support for parents to understand their children's learning. Parents speak highly of the school's communication with them, the care and concern shown and the professional way in which staff work. Governors' decision to develop wider school opportunities is already impacting upon the high number of pupils who benefit from enrichment provision in curriculum time and after school. For example, clubs and activities such as hand bells or rowing club enable all pupils to flourish spiritually, socially and academically. Through such work, the school shows itself to be an encompassing community that is much valued by pupils and their parents of all faiths. They like the distinctive Christian values and ethos which create an atmosphere where visitors are welcomed and valued. A parent spoke of 'a caring environment' while another referred to a 'superb school that values Christianity'. Inspection evidence supports this.