



Diocese of Newcastle

SIAS inspection report

School: Broomhaugh C of E Voluntary Aided First School

Date of inspection: June 3rd 2009

Inspector: Mary Pedley



National Society Statutory Inspection of Anglican Church Schools Report

Broomhaugh C of E VA First School Church Lane Riding Mill Northumberland
NE44 6DR
Diocese of Newcastle
Northumberland LA
Date of inspection: June 3rd 2009
Date of last inspection: 27th September 2006
URN: 122285
Headteacher: Ms Jen Stephenson
Inspector: Mary Pedley
NS inspector's number:361

School context

Broomhaugh First School is small rural school with 66 children on roll. It serves a community where there is little or no social deprivation. Children come from the village and some come from other nearby villages having chosen this school as a church school.

The distinctiveness and effectiveness of Broomhaugh Church of England First School are good.

The distinctiveness and effectiveness of the school as a church school is good with some outstanding features. The Christian ethos permeates all aspects of school life and brings positive values and attitudes to teaching and learning, leading and managing. The school's aims and values are given priority in ensuring that all in the school community respect and value each other. The impact on children is seen through the good quality of their development as valued and happy individuals and in the standards they achieve.

Established strengths

- The head teacher's strong and enthusiastic leadership which is reflected in effective teamwork with staff and governors
- Very good teaching and learning in RE which is clearly differentiated and includes a variety of teaching and learning styles to engage the children
- A good sense of community within the school and a strong desire to develop the existing good links with the church

Focus for development

- Enhance planning for Collective Worship to include all leaders and to incorporate evaluative comments that take account of children's spiritual learning
- Ensure that both RE planning and assessment consistently reflect the two ATs
- Encourage governors to give a higher profile to the monitoring of the Christian aspects of the school in their evaluations

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

The distinctive Christian character of the school in meeting the needs of learners is good with some outstanding features. The school's Christian vision is promoted through clearly explained aims and values and in how these are achieved. Christian values permeate school life where every child is valued and special. This is enhanced by all staff in the school having care and concern for children to ensure all are nurtured whatever their abilities or needs. One adult who works in school said *'that everything is special here'*, and another that *'children are rarely absent which means they must love school'*. Children enjoy their work and all aspects of their daily school experience. Children's behaviour is excellent in lessons, playtimes and around the school. The relationships between staff and children are excellent and there is clear and effective collaborative approach to decision making at all levels. Parents value the Christian character of the school, one saying *'the difference here is striking'* and another that *'Christianity provides the rhythm of the school year'*. All the children have a voice through the school and eco-councils and are proud of their achievements in these areas. The school environment gives clear messages of the school's Christian character and does much to nourish, encourage and challenge children's learning, personal, spiritual, social, moral and cultural development.

The overall impact of collective worship on the school community is good.

Collective Worship is good with some outstanding features. Collective worship is a central part of each day with the whole school and all staff sharing in this time. The impact of worship time is good, with children understanding the need for prayer and reflection in class time as well as worship time. There is a good range of worship experiences which develop children's spiritual, moral, social and cultural understanding. This impact is enhanced through a variety of leaders, including all staff and Y4 children. *'When Y4 lead the worship it is exciting and different'* said one child. The recently appointed parish priest is already making a regular and valued contribution. Leaders use a good range of styles and appropriate resources to encourage children's enthusiastic participation. Leaders respond very well to children's contributions and interactions ensuring that all are valued. A very good worship time on Pentecost provided the children with some exciting learning in their understanding about this difficult concept. Worship time is distinctively Christian and helps to increase children's understanding of the Anglican tradition through good use of prayers and through valued weekly worship time in the parish church. Some evaluative comments for worship time show how children are growing in spiritual and moral knowledge and understanding. Both planning and evaluations could be enhanced in their effectiveness by including learning outcomes for the theme.

The overall effectiveness of religious education is good.

Religious education is good with some outstanding features. The variety and types of good learning experiences the children are given, through some very good teaching, provides them with challenges which develop their awareness and understanding of other faiths and cultures. *'I like RE with drama and making my own book about the*

story', one child said. The children have positive attitudes to all their learning and achieve good standards. They gain much from the variety and style of RE lessons in developing their personal, spiritual, social, moral, and cultural knowledge and understanding. The proximity of the parish church is an added resource to learning and the parish priest is actively involved in encouraging this. There is very good differentiation in lessons for all Key Stages, ensuring that learning is accessible to all children. Children's work shows they are working at appropriate levels for their ages. More consistent use of planning, assessment and recording systems that reflect both RE attainment targets would ensure progression in learning for every child. The RE co-ordinator is enthusiastic in her role and knows how to enhance the effectiveness of this curriculum area.

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

Leadership and management of this school are good with some outstanding features. The head teacher's strong and enthusiastic leadership qualities have a very positive effect on all in the school community. Parents speak very highly of the head teacher and the excellent staff team, all of whom create the caring and friendly atmosphere there is in this church school. Parents are given opportunities to evaluate the school's effectiveness, though their evaluation of the school as a church school is less obvious. There are increasingly effective spiritual and pastoral links between the church and school communities with the recently appointed parish priest already proactive in developing these. Governors are concerned and keen to support the school in all that it does to provide children with a good quality experience of church school education. There are monitoring and evaluation processes in place, but leaders and governors could ensure that more effective use is made of these in evaluating the school as a church school, by giving its Christian character a stronger profile.