

**National Society Statutory Inspection of Anglican Schools Report**

**Burton Bradstock Church of England Voluntary Controlled Primary School**

Church Street  
Burton Bradstock  
Bridport  
Dorset  
DT6 4QS

**Diocese: Salisbury**

Local authority: Dorset  
Date of inspection: 20<sup>th</sup> June 2012  
Date of last inspection: 6<sup>th</sup> June 2008  
School's unique reference number: 113758  
Headteacher: Claire Staple  
Inspector's name and number: Angela Sumner 580

**School context**

Burton Bradstock Church of England Voluntary Controlled Primary School has 4 mixed age classes. It is a small coastal village school and serves a wide community. Due to the size of the site there is limited outdoor space. There are 100 learners and 26% have Special Educational Needs. The majority of learners are of White British origin. The Headteacher has a 0.2 teaching commitment.

**The distinctiveness and effectiveness of Burton Bradstock Church of England Voluntary Controlled Primary School as a Church of England school are good**

This popular school is held in high regard by all stakeholders. The distinctive Christian ethos is evident throughout and makes a good contribution to teaching and learning. Learners receive good care and support and are encouraged to fulfil their potential within an inclusive environment based on implicit Christian values.

**Established strengths**

- The welcoming, supportive nurturing environment based on implicit Christian values
- Positive and enabling leadership by Headteacher and Governors which support the Church of England foundation
- Strong links between school, church and wider community
- Ethos of care and respect for all members of the school community.

**Focus for development**

- Completion of review of school aims and values which support the Church of England foundation, to include all stakeholders
- Governors and Headteacher to secure a formal structure for monitoring and evaluation as a church school to include all stakeholders
- Continue to develop planning, monitoring and evaluation of Collective Worship to include an evidence base, and all stakeholders.

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

The aims and ethos of the school are based on implicit Christian values, such as compassion, respect and honesty, and are evident throughout the school in practice. Learners speak confidently about the safe, caring family environment and express pride in their school. Learners talk about school and church positively and with enjoyment. This is because learners are given varied opportunities to develop their potential within a nurturing and inclusive environment which is enhanced through the strong relationship with the church. Learners confidently describe Christian symbols displayed around the school, explaining their meaning clearly and with understanding, for example when discussing the school worship area. Learners show an enthusiastic, reflective attitude and enjoy Religious Education. Learners speak positively of the range of activities provided and appreciate that their views are valued and respected. Learners value opportunities to think and talk about their own beliefs, as well as those of others. Learners speak of the importance of Religious Education and how it can help them in their lives. In the Religious Education lesson observed, learners were confidently able to discuss and reflect on the symbolism of Marriage using appropriate religious vocabulary. Consequently Religious Education provides good opportunities for spiritual development. Cross curricular opportunities for spiritual development occur, for example in a lesson observed linking Music, ICT and Social and Emotional Aspects of Learning where learners were able to reflect on their own appreciation of their local environment. Established contacts between local communities, and developing contacts with national and international communities offer further spiritual development opportunities. The school's Christian ethos of concern for others extends beyond the school itself and is evident in the charitable work done in the wider community, for example, Comic relief and Harvest gifts for members of the village. The school has identified the school outdoor environment as an area for development, to offer further spiritual development opportunities.

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

Worship has an important place within the life of the school. Learners encounter a range of worship styles and age appropriate activities, including whole school and church based experiences. Learners talk positively about worship and the impact in their own lives. As a result good opportunities for spiritual development are provided. In worship observed a reverent atmosphere was established by use of music and stillness. The use of Anglican responses defined the worship. Dramatic interpretation of the biblical story of Ruth enabled participation and thoughtful responses from learners. Learners were accompanied in enthusiastic singing by the school recorder group, with enjoyment evident. Learners value the use of a candle or cross to help them focus in prayer and personal reflection during worship. Learners know the Lord's prayer and sensitively speak of the value of prayer in their own lives, 'feel like God's right next to me, protecting me'. Prayer and reflection is integral to the daily life of the school. This provides good opportunity for spiritual development. The vicar and worship team are involved weekly in leading whole school worship, and this enhances the learners understanding of the Anglican tradition. Good links between school and church worship leaders support and develop distinctive Christian worship. All stakeholders speak positively and enthusiastically of services in church, for example in taking part in celebrating major Christian festivals. Therefore learners have a good understanding of the sequence of the Church's year. Worship is planned linked to Christian themes and Social and Emotional Aspects of Learning. The last inspection raised the issue of review of themes used in Collective Worship. This has been implemented which has clearly made impact on Collective Worship. The further issue raised regarding evaluation of Collective Worship has not yet been fully addressed, and as such continues as an area for development. Further involvement of learners in planning and leading worship has been rightly identified by the school as an area for continued development.

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

The Headteacher and governors promote a vision for the school based on implicit Christian values. The school's aims and values are under extensive review in order to develop a shared vision and mission statement for all stakeholders. The strength of leadership and management of the school is evident through the shared partnership achieved by the Headteacher and governors during times of significant change, and indicates focus on further development of the school. The Headteacher and governors show the direction of the school as a church school, such as through the ready accessibility of all staff, school website and parish magazine. All stakeholders value the strong links between church, school, and the wider community which are evident through a range of activities. These include for example, gardening club, making of altar frontals used in school worship, together with celebration of church services such as Harvest and the Leaver's service. Parents appreciate the care and inclusive support shown for all learners. Parents say that school is 'caring, family school, children are happy and enjoy learning'. The subject leader for Religious Education is keen, positive and expresses a vision for Religious Education based on prioritised areas for development. The subject leaders' commitment to Religious Education enhances spiritual development. Formal monitoring, evaluation and assessment procedures for Religious Education are at a developmental stage. Governors are effective and supportive through a range of activities including governor links to curriculum areas. The Foundation governors have a good understanding of their role within the life of the school and are effective in supporting the Church of England foundation. Governors speak of the impact and value of involvement in ongoing professional development training, for example in attending diocesan training on Spirituality in the classroom. Governors monitor and evaluate the school as a church school informally. The issues raised in the last inspection with regard to success criteria in action plans and revision of Collective Worship themes, have been successfully implemented. The priority on school leadership and management issues has led to self evaluation as a Church school being less developed. Consequently the Headteacher and governors have yet to secure a formal system for Church school self evaluation. This is an area for development to include all stakeholders. The embedding of a clear vision for the school and the collaborative approach taken by the headteacher and all stakeholders' means the school has good capacity to improve as a church school.

SIAS report June 2012 Burton Bradstock, Church Street, Burton Bradstock, Bridport. Dorset DT6 4QS