



National Society Statutory Inspection of Anglican and Methodist Schools Report

Broad Town Church of England Voluntary Controlled Primary School

Broad Town,
Swindon
Wiltshire SN4 7RE

Previous SIAS grade: Good

Current SIAMS grade: Good

Diocese: Salisbury

Local authority: Wiltshire

Dates of inspection: 9 December 2015

Date of last inspection: 3 November 2010

School's unique reference number: 126003

Headteacher: Bridget Long

Inspector's name and number: Andrew Rickett 201

School context

Broad Town is much smaller than the average size primary school with 77 children arranged into three mixed class groups. The large majority of children are of a white British heritage and reflect the broad social and economic backgrounds of the area. The number of children with learning needs and/or disabilities has increased over the last two years and is above the national average. Attendance is broadly in line with the national average. There have been significant changes to staffing over the last three years.

The distinctiveness and effectiveness of Broad Town as a Church of England school are good

- Children are very confident to express their views on faith and belief in an environment which encourages open debate.
- Collective worship makes a significant contribution to the children's appreciation that core values are based on Bible teaching.
- The commitment and dedication of the headteacher and leader for religious education (RE) ensure that the Christian ethos is continually developing.

Areas to improve

- Ensure that the opportunities for children to develop their personal spirituality are of a consistently high quality across all aspects of school life and particularly through RE.
- Develop the effectiveness of monitoring and evaluation of collective worship by involving all members of the school community.
- Develop the evaluation skills of all governors, especially those who have recently joined, so that they can monitor the impact of the Christian ethos.

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

The whole school community's appreciation of the place and purpose of values that underpin the vision to 'believe in yourself' has developed significantly since the previous inspection. In particular, the regular review of these values, and how they meet the needs of children, means that they have greater relevance to them. The school has worked hard to ensure that there is a specific Christian root to core values which is clearly understood by children and adults in school. They articulate how values such as trust and friendship can be interpreted through the teaching of Jesus and that the messages of His stories are meaningful regardless of faith or belief. There are good links between these values and the children's learning and personal development. Values such as perseverance and honesty help children approach their work in a positive way. This contributes to academic achievement which is broadly in line with national expectations by the time they leave the school at the end of Year 6. The school has made good progress in developing an understanding of spirituality which is shared by children and adults. Spirituality boards in each classroom allow children to respond to moments of wonder and reflect on themselves, others and ask questions about the world beyond. At its best, confident teachers use this understanding of spirituality to significantly enhance the quality of learning in subjects such as RE. In these lessons, children are challenged to think at a deeper level which impact on the progress they make in that lesson. They respond with enthusiasm and a desire to ask further questions about what they are learning. They enjoy the opportunities to debate and share their views on faith and belief, whatever they may be, with an inspirational and impressive enthusiasm. The consistency of the quality of these opportunities for high quality spirituality across the school has not yet been fully developed. Relationships throughout the school are excellent. Children treat each other with respect and listen to the views of others. They say that they feel safe in school and are encouraged to 'believe in yourself' regardless of background or ability. Through opportunities for spiritual, moral, social and cultural development, children are developing their appreciation that Britain is a diverse community underpinned by values that form modern society.

The impact of collective worship on the school community is good

The impact of collective worship has improved since the previous inspection. Acts of worship are now more clearly rooted in teaching from the Bible which the school uses to promote explicit core values. Children have a good awareness of this and appreciate that worship is a time to learn about God and say prayers so that they can be 'better people'. Children have a very accepting and mature understanding of what this means to them personally. They confidently share their opinions on faith and talk openly about the impact of prayer on their lives whether they have a faith or not. This inclusive approach to worship means that all children are comfortable to explore belief. The use of a wonderful altar cloth, designed by children, and other Christian symbols help to make worship a distinct time in the school day. Children understand the meaning of these symbols and how they are also reflected in the local church. This is giving children a good opportunity to learn about Anglican tradition. They also have good opportunities to develop their appreciation of the Trinity which they explore with a growing assurance. The worship life of the school has been considerably enhanced through creative initiatives such as a termly activity connected to the current value to help children explore what it means to them. The creation of a mosaic, involving the local community, and the making of a wooden cross as a focal point for worship outside are further examples of the commitment and level of thought being given to this central aspect of school life. Children have a clear understanding of the purpose and meaning of prayer. Classroom reflection areas and the introduction of class reflection diaries in September 2015 give children a wide range of opportunities to respond thoughtfully to what they learn in collective worship. They talk with enthusiasm about their reflection diaries. The views of children have been sought and these have contributed to improvements in how worship is delivered. Governors have also carried out some monitoring of worship. The involvement of the wider school community to contribute to evaluation of the impact of worship, particularly through discussion and sharing of views, is not yet fully embedded.

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

The headteacher and RE leader have ensured that the school has made good progress in developing its distinctive Christian ethos since the last inspection. They have successfully implemented a wide range of creative and exciting initiatives that have enabled the whole school community to have a better involvement with, and understanding of, what being a church school means. Together, the headteacher and RE leader have an excellent grasp of how church school distinctiveness can be further developed to meet the needs of the community the school serves. They are supported by staff and governors in the drive to continue these improvements. The school's self-evaluation is accurate and reflects the headteacher's clear understanding of the criteria for inspection and the evidence needed to support their own judgements. Areas for development from the previous report have been fully addressed. The views of children and parents have been gathered to support the school's evaluation and governors have carried out some monitoring of worship. Areas for improvement as a church school have been accurately identified and form an integral part of overall school development planning. Progress towards addressing these areas are regularly reviewed and reported to governors. A number of staff and governors are recent appointments and have yet to develop the knowledge and skills to enable them to fully contribute to monitoring and evaluation as a church school. Links with the local church are strong and have become more meaningful. For example, there are closer links between the prayer lives of the two communities. The vicar, recently appointed to her post, is already making a positive contribution to the life of the school through involvement in planning acts of worship and making valuable contributions to RE lessons. The school has made good use of diocesan support to further their understanding of what it means to be a church school. Parents feel that the school provides a 'safe and nurturing' environment in which their children are confident to ask questions about 'God and the Bible'. The school meets the statutory requirements for RE and collective worship.

SIAMS report December 2015 Broad Town CE VC Primary School Swindon SN4 7RE