



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

Brooke Church of England Voluntary Controlled Primary School

High Green
Brooke
Norwich
NR15 1HP

Previous SIAMS grade : Satisfactory

Diocese: Norwich

Local authority: Norfolk

Date of inspection: 22nd January 2015

Dates of last inspection: 13th and 14th May 2010

School's unique reference number: 121096

Headteacher: David Robinson

Inspector's name and number: Mrs Caroline Clarke 711

School context

Brooke Church of England VC Primary School serves the village of Brooke and the surrounding rural area, within commuter distance of Norwich. The school has strong links with its parish church, which is close to the school. There have been significant changes in leadership, staff and governors since the last inspection. The church has recently had an interregnum and now has a recently appointed priest-in-charge

The distinctiveness and effectiveness of Brooke as a Church of England school are good.

- The Christian vision and values, at the very heart of all the school does, are lived out in practice by the whole school community. This has a clear and positive influence on pupils' values, attitudes, ability to think deeply and their behaviour.
- This is a positive, caring, inclusive school community where teamwork underpins a positive and enthusiastic outlook. All pupils are nurtured and encouraged to be reflective learners, resulting in a deeper understanding of themselves, others and situations.
- Good pupil behaviour demonstrates the high levels of respect pupils have for one another and the community in which they learn.
- The strong Christian leadership is positively influencing the school and impacting on whole school improvement and development.

Areas to improve

- For pupils of all ages to become more involved in the planning and leading of individual acts of worship, in order to deepen their understanding and confidence.
- Further develop the monitoring and evaluation of collective worship and spirituality across

the school in order to ensure impact for pupils.

- Further develop and embed the links between collective worship and classroom practice, by developing the use of prayer and reflection spaces.

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

The school's Christian ethos underpins every aspect of school life, meaning pupils are aware of the significance of faith within their school. Each Christian value is linked to a verse from the Bible and represented via a photograph of school life, for example a sports day photograph to represent endurance makes reference to Psalm 100, 'For the Lord is good: his steadfast love endures for ever, and his faithfulness to all generations.' Christian teachings impact positively on the choices pupils make and their behaviour towards one another. Peer supporters help to reconcile misunderstandings between pupils. A display, produced by the older children, shows forgiveness graphs for the characters in the Bible story of the prodigal son.

Behaviour is very good and parents, staff and governors speak highly of pupils in terms of their kindness, friendliness, tolerance and respect for adults. Achievement is good. Pupils' spiritual, moral, social and cultural (SMSC) development has grown since the last inspection and evidence shows that these areas are now embedded across the curriculum. Staff have used a Diocesan audit tool to look in depth at SMSC education from a Christian perspective. Pupils have a clear understanding of right and wrong. They show a strong awareness, respect and concern for the diversity and needs of others at home and abroad. They have raised money and have bought two acres of rainforest in Bolivia and have discussed the benefits of this as a school.

The RE Subject Leader ensures that curriculum planning is closely linked to collective worship. She has attended training delivered by the diocese and this has helped the school embed its Christian values into the everyday life of the school. The impact of RE is evident throughout the school in classroom and whole school displays.

The school has focused on developing its spirituality. The outcome is well informed, reflective learners. For example, the school produced an 'Art in Heaven' exhibition where each class looked at the hymn Jerusalem for the inspiration for their art work. All classes are developing spiritual reflection through displays and the pupils' response to them.

The impact of collective worship on the school community is satisfactory

Collective worship is securely based on the Christian gospel and always includes a welcome, opportunities for engaging with a message, singing and time for prayer and reflection. Daily acts of worship are led by the headteacher mainly, staff and pupils occasionally and once a fortnight worship is led by the priest-in-charge. More staff members need to be actively involved in the regular planning and delivery of collective worship so that the headteacher is supported and the sense of ownership of worship is widened.

Pupils enjoy worship, particularly drama, and participate with great enthusiasm. They are involved in planning class worship on an occasional basis and they say they would like to plan and lead worship themselves more regularly. Pupils were seen to enter the hall reverently and quietly and were very attentive throughout worship. The Lord's prayer is used often, along with other prayers written by pupils. Pupils have a good understanding of the different purposes of prayer, for example every class has written graces that are used daily. Children have also written thank you prayers and prayers to ask for forgiveness. Pupils are able to talk about the Trinity, showing understanding of God as the Father, Son and Holy Spirit.

Planning of collective worship by the headteacher, pupils and staff reflects the main festivals of the Church year and also reinforces the school values. The church is used for the main Christian festivals and there is also a special church service for school leavers. Church services are very well supported by parents and members of the church community.

Pupils talk about daily worship with knowledge and enthusiasm. The school keeps a collective

worship log where Y6 pupils record their comments and thoughts. There has been some monitoring of collective worship by governors.

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

There has been exceptional progress in this area of the school's development since the last inspection. The headteacher, in partnership with staff and the recently appointed priest-in-charge, provides excellent leadership. He articulates a very clear Christian vision, shared by governors and staff who are keen to talk about how the spirituality of the school is developing. Pupils, staff and governors have held meetings to establish this vision.

A secure evidence base of school improvement, evaluation and monitoring records with action points for further improvements, show the impact of a whole school approach. This information is shared with parents and pupils via discussion, newsletters and the website. The school clearly advocates a strong Christian message through its brochure, aims, school policies and displays. For example, the school's ethos statement, 'Learning together, growing together, achieving together in God's love' is prominently displayed throughout the school building and is even visible on the sides of the school minibus. The headteacher, staff and governors are able to clearly articulate the impact of explicit Christian values on individual learners and the life of the school. By making the spiritual life of the school part of the School Improvement Plan, the impact for pupils has been significantly improved. Effective monitoring ensures secure strategic planning. As a direct result, teachers are more confident and able to apply Christian values to everyday situations and have greater confidence in Biblical teaching.

Good team work is evident. Everyone feels valued and involved in the school's development and is part of its Christian distinctiveness. This is evident through conversations with staff. Staff and governors work closely with the headteacher to further their professional development in relation to Christian distinctiveness and thus enrich the opportunities provided for pupils, thus ensuring sustainability of a strong Christian ethos.

Religious Education (RE) is planned in detail throughout the school and its teaching has been enhanced by an enquiry based approach to teaching and learning. The RE Subject Leader is keen to work closely with the recently appointed priest-in-charge to identify further opportunities for the local church to be used as a teaching resource.

There is a very strong partnership between the school, the local church and the wider community including the Diocese. The priest-in-charge is developing an effective pastoral role in the school, visiting regularly and listening to and supporting staff, pupils, governors and parents. Parents speak very highly of the friendly, caring atmosphere at the school and praise its strong links with the church. They verbalise how enthusiastic their children are to talk about Bible stories shared in school and that the positive, warm Christian ethos is very evident and explicit in the life of the school. Parents have noticed this improve significantly since the appointment of the current headteacher. The school's self-evaluation is accurate and the school shows a considerable capacity to develop further.

SIAMS report January 2015 Brooke CEVC Primary School, High Green, Brooke, Norwich, Norfolk
NR15 1HP