

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

### Broomhaugh Church of England First School

<b>Address</b>	Church Lane, Riding Mill, Northumberland, NE44 6DR		
<b>Date of inspection</b>	1 February 2019	<b>Status of school</b>	VA first
<b>Diocese</b>	<b>Newcastle</b>	<b>URN</b>	122285

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

#### School context

Broomhaugh is a first school with 71 pupils on roll. The school has very low levels of religious and cultural diversity and very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is low. The proportion of pupils who have special educational needs and/or disabilities is low. The headteacher will retire at Easter. Future leadership arrangements are currently under consideration.

#### The school's Christian vision

We want all pupils to Make a Difference in God's World by being happy, compassionate, successful, contributing members of society. Pupils will have Christian values embedded in their lives by being nurtured, respected and valued as individuals, growing in confidence in a community that works together to realise this vision.

#### Key findings

- The living out of the school's Christian vision and distinctive Christian values guides all aspects of school life. Consequently, pupils flourish in terms of both their spiritual and academic development.
- Self-evaluation is accurate. This ensures that the school is able to build on its strengths and is well-placed to develop further as a church school.
- As a result of the school's Christian vision and associated values, relationships at all levels are of a high quality. This is reflected in pupils' good behaviour and attendance.
- The curriculum is inspired by the school's Christian vision and offers pupils the opportunity to explore different points of view. As a result, they are able to disagree well and live comfortably with difference.
- Collective worship reflects the Christian vision and inspires pupils. As a result, they are able to relate the teachings of Jesus and the Bible to their own lives. Evaluations, however, do not involve all members of the school community.
- Teaching and learning in religious education (RE) is consistently good. It allows pupils of all abilities and backgrounds to gain a good understanding of Christianity and a range of other religions.

#### Areas for development

- Ensure that the school's Christian vision is the guiding influence in all decisions relating to future leadership of the school in order that the distinctive Christian character is maintained and strengthened.
- Enable pupils to think in greater depth about global issues through exploring companion links.
- Develop pupils' understanding of the central importance of the Eucharist for Christians.
- Engage all stakeholders in the evaluation of worship so that it develops as an expression of the Christian vision.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

Leaders have ensured that the school's vision, 'to Make a Difference in God's World,' is rooted in Christian teaching and infuses the school's work. The vision is rooted in St Paul's description of love as 'patient' and 'kind' found in the Letter to the Corinthians. The vision is the driving force behind the strong and effective partnerships established with a range of groups. These include parents, local community, parish church, local clusters of schools and the diocese. As a result of these partnerships, combined with effective self-evaluation, the school is well-placed to improve further as a church school. High priority is given to collective worship and RE because of the value placed on these arising from the school's Christian vision. Similarly, the school is attentive to the need to ensure staff have a well-developed understanding of what it means to be a church school. Consequently, there are frequent opportunities for staff to develop their understanding and to share good practice. The current headteacher is due to retire imminently and future leadership arrangements are under consideration. Leaders state that it is imperative that the school's Christian vision guides these decisions. Leaders have been effective in ensuring that the areas for development in the previous SIAMS inspection report have been addressed.

The school's vision, grounded in Christian love, for pupils to be 'happy, compassionate, successful, contributing members of society,' is realised through the curriculum. This is well-matched to the needs of the pupils and takes account of backgrounds and individual needs. As a result, pupils are afforded opportunities to grow into well-rounded and confident individuals. The school successfully meets pupils' academic needs and makes appropriate adaptations to enable all to flourish. This is because staff have a detailed knowledge of each individual child and are attentive to the needs of the vulnerable. Staff share a clear and secure understanding of spiritual development. Teachers' understanding of appropriate opportunities for stillness and reflection is clearly evident. This is distinguishable from social, moral and cultural development. Extra-curricular visits, for example using museums within the region and different places of worship, enable pupils to widen their horizons. They also contribute to other opportunities for spiritual development which enliven the curriculum. Bold choices, including the creation of an outdoor prayer and reflection space, not only allow pupils to develop curiosity, awe and wonder but also provide valuable spiritual experiences. Pupils enjoy their learning and engage readily in debate and discussion.

The school speaks of itself as a place in which all are 'growing in confidence in a community that works together to realise the vision.' This is worked out practically in the way in which children speak in an articulate way about their work, future aspirations and how Christian values influence their choices. As one child stated 'It doesn't matter who you are: everyone is welcome here.' Pupils speak with confidence about the ways in which they are able to influence change in their local community. Examples include improving the local area by removing litter and entertaining local residents at community events. The school's vision is reflected in the way in which they persevere when things are difficult, giving things another go and wrestling with answers as they explore 'big questions.' The school's Christian vision and resulting values impact positively on pupils' ability to identify injustice and challenge this. Pupils are keen to improve the lives of others through charitable work, such as supporting the People's Kitchen, and are able to link this to the Christian vision. However, the school has not developed effective global links and as a result, pupils' understanding of global issues is under-developed.

Leaders and staff are committed to working out the school's Christian vision in the daily life of the school. As a result, pupils and adults flourish and live well together in community. Pupils' behaviour is of a high standard. They understand the value of forgiveness and reconciliation and are able to put this into practice effectively. Attendance is high because pupils enjoy coming to school and feel a sense of belonging. The wellbeing of all members of the school community is of importance to leaders. As a result, support for pupils and their families is a strong feature of the school's work. Families value the attentive consideration and compassion shown towards them at difficult or challenging times in their lives. Due to the fact that the school knows pupils and their families well, they are able to quickly identify and meet needs as they arise. Parents and pupils recognise the commitment of the school to nurturing and supporting them. The school is mindful of the mono-cultural composition of the community it serves and has taken steps to ensure that the curriculum reflects some of the diversity found regionally and nationally. As a result, pupils readily celebrate difference.

Leaders are mindful of the role of a church school in enabling all to flourish because all are treated with dignity and respect. As a result of this, bullying is exceptionally rare and there are robust policies and processes to deal with

any incidents should they arise. The school's approach to relationships education is thoughtful and context-appropriate. It supports pupils to develop healthy and respectful relationships.

Collective worship is an important and valued aspect of school life. It reflects the school's vision as it offers pupils the opportunity to consider ways in which they can 'make a difference in God's world.' Themes are carefully planned. They draw upon a variety of resources, styles and leaders. Appropriate training ensures all are effectively prepared to lead worship. As a result, all are able to participate with integrity and experience prayer, stillness and the chance for reflection. The careful consideration given to the inclusion of biblical material in worship ensures that pupils have good understanding of Jesus' teachings and the stories of the Bible. Pupils have good understanding of the Christian belief in God as Father, Son and Holy Spirit and the language associated with this. Whilst opportunities are taken to consider the significance of Holy Communion for Christians, this is underdeveloped. Pupils are offered some opportunities to plan, lead and evaluate worship. However, evaluation of worship does not yet involve the whole school community. The relationship between the church and the school is mutually beneficial with recent initiatives such as 'Open the Book,' led by the church, having a significant impact. 'We love the stories and can't wait for the next one,' commented one pupil.

RE teaching reflects the school's vision and is given a high status in school. Resources are selected carefully and staff training ensures that these can be used effectively. As a result, RE lessons offer pupils the opportunity to ask and answer questions of meaning and purpose. Pupils make good use of these opportunities. They understand that Christianity is a worldwide faith and has a major impact on people's lives. Pupils have a good understanding of different faiths because the school gives thoughtful consideration to developing their understanding in this respect.



**The effectiveness of RE is Good**

Pupils of all abilities make good progress in RE as a result of teaching that is consistently good. The school has successfully introduced the new diocesan syllabus for RE together with an updated assessment system. This is growing in effectiveness as it is embedded. Class teachers have responsibility for teaching RE and are well-equipped for this task as a result of diocesan and in-school training. There are opportunities to share good practice within school. These are valued by staff and, consequently, improvements to teaching and learning are secured. The effective RE subject leader has developed monitoring systems to ensure that all pupils, including those that are vulnerable and those with special educational needs, achieve well in RE.

Headteacher	Jen Stephenson
Inspector's name and number	David Tait 887