



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church**

# Brigstock Latham's Church of England Primary School

## School Self Evaluation

URN: 122011

Date of the last Section 48 inspection: 12<sup>th</sup> January 2012

### SCHOOL CONTEXT

Brigstock Latham's Primary School is a smaller than average primary school situated in the rural village of Brigstock which is a few miles outside the town of Corby. The school received a 'Good' Ofsted inspection in November 2014. This is a voluntary controlled school in the Diocese of Peterborough. We are proud to be a member of the family of C.E. schools in the diocese. The school's foundation governors are appointed by the Diocese.

The school deprivation indicator is 0.08% (RAISE 2016) which falls within the 20<sup>th</sup> percentile compared with schools nationally. The majority of our children live within the village with a small percentage coming from other local villages.

Minority ethnic groups in the school are well below the national average standing at 6.5% (RAISE 2016).

The percentage of pupils with English as an additional language is well below the national average at 1.1%. (RAISE 2016).

A very small minority of the children (5%) have special educational needs. The school supports one child with high needs and employs a 1:1 learning support assistant for this child. There are currently no children with a SEN statement or EHC plan (RAISE 2016).

The school has a stability factor of 89.1% which puts it in the 80<sup>th</sup> percentile compared with schools nationally (RAISE 2016).

The school has positive relationships with parents and good parental support (attendance figures at parent consultation evenings are almost 100%, parent volunteers in classrooms, open door policy).

There is an active PTA which usually raises in the region of £3000 each year and provides community events.

The school is judged as category 2 (Good) by the Local Authority and is therefore given a 'light touch' from its school improvement partner. The Local Authority inspected the school in December 2016 and confirmed the school remains good and is making sustained progress. The Executive Head Teacher works closely with the Welland Valley cluster group comprising of five local schools. Staff members are beginning to engage in local network groups and moderation sessions. The Executive Head Teacher will be in post until the end of the academic year (2016/17) and governors are currently seeking a replacement full-time Head Teacher.

Children leaving at the end of Y6 transfer on to a variety of secondary schools. The school works collaboratively with local secondary schools to ensure a positive transition is available for all pupils.

The school has a good relationship with St Andrew's Church in the village and the interregnum Assistant Priest is a regular visitor delivering worship assemblies.

## THE VISION AND VALUES OF THE SCHOOL

We believe that a good education must promote 'life in all its fullness' and so our Christian values underpin everything that takes place in school. As a school we seek to promote educational excellence for everyone and believe that in educating the 'whole person' every child can flourish.

### **Aims of the school**

- To encourage the children to value themselves and others within the school.
- To provide a caring community in which all individuals can interact with each other, recognising and accepting individual differences with tolerance, and ensuring equality of opportunity for all.
- To create a meaningful, stimulating and safe environment which provides security and stability for all.
- To provide a broad and balanced curriculum which will develop learning skills and promote understanding and equality, so enabling each child to achieve their full potential.
- To promote opportunities for children to express themselves creatively and imaginatively with confidence in a range of situations.
- To promote safe and healthy lifestyles encouraging children to be active and responsible in their choices.
- To encourage in our children a positive and responsible attitude towards the wider community and environmental issues and their role in society.

## SUMMARY

As a Church of England Primary School we pride ourselves in recognising that each child is valued for their individual worth. We encourage every child to seek the knowledge, wisdom and skills needed to be a good person. They develop a mutual respect for the dignity of others based on acceptance and trust. We focus on the qualities that enable people to flourish together in relationships and in the wider community. Our children have high hopes and aspirations for their future and we give them help and guidance towards fulfilling them.

We have developing links with St Andrew's our Parish Church. We have close links with our interregnum Assistant Priest, Reverend Julian Bowers and with Reverend Colin Simpson (Parish Priest until January 2016). We have regular celebrations in the Church which the children are encouraged to lead and to celebrate our faith. We currently use our church as a learning resource in our special 'Day 10' curriculum.

The Christian Values are woven through everything we do at school to ensure our children, staff and families feel happy and safe within our Christian environment.

**Updated: January 2017**

### PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

#### *Focus for development 1:*

Improve the consistency in monitoring and evaluating collective worship, including by the pupils, and extend the opportunities for them to plan and lead collective worship and prayer.

Action taken	Impact
<ul style="list-style-type: none"> <li>• The school has implemented a clear worship plan with the expectation that all staff and children contribute.</li> <li>• The monitoring systems ensure that assemblies are monitored and evaluated by the R.E leaders and children for enjoyment and impact.</li> <li>• The Head Teacher and R.E leaders work closely to monitor the provision of R.E and collective worship in school.</li> <li>• The School Council and Church Council lead assemblies regularly with other children involved on a planned basis.</li> <li>• Classes are given the opportunity to lead assemblies for parents throughout the year.</li> <li>• The whole school has been involved in creating a prayer tree and prayer book for use in worship.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and children are now involved in worship and it has become an integral part in the life of the school.</li> <li>• All children are involved in contributing towards assemblies during the school year. Children have responded positively to having peer involvement and value this opportunity.</li> <li>• All children are involved in leading prayer. Prayer is an integral part of the daily life in school, both in classrooms and worship assembly.</li> </ul>

**Focus for development 2:**

Improve the recording by foundation governors of their visits to show that they are effectively involved in the partnership for monitoring the school's effectiveness as a church school.

Action taken	Impact
<ul style="list-style-type: none"><li>• The Head Teacher has implemented a rigorous monitoring and evaluation system across the school. All subject leads are given termly release time to monitor their subject and meet with the governor assigned to their subject.</li><li>• The Governing Body has a monitoring schedule in place to support the subject leaders. Governors are given a date in which to meet with the subject lead and visit the school. A formal governor visits report is then produced and feedback is given at the next FGB meeting.</li></ul>	<ul style="list-style-type: none"><li>• All teaching staff are now included in the monitoring cycle. Staff and Governors have greater ownership of the school development areas and work in partnership to help move the school forward. The Vice Chair of Governors was actively involved in implementing the School Development Plan.</li><li>• Governors support the subject leads in their role as a 'critical friend'. Staff feel supported and benefit from this partnership experience.</li></ul>

## CORE QUESTION 1

How well does the school, through its distinctive Christian character, meet the needs of all learners?

**SCHOOL SELF EVALUATION: Good**

**School evidence based on pupil outcomes:**

### Provision

- Christian values are at the heart of our Church School. These values are embedded within everything that we do and they enable pupils to make very good gains in their personal development. Our values are organised across the school year, with a focus on one each month. This is then celebrated through different themes which are related to it. The Church Council will be involved in planning our worship assemblies and values for the 2017/18 academic year. The R.E lead coordinates the Church Council and is currently supporting the children to plan and deliver worship assemblies.
- We use the Northamptonshire Agreed R.E syllabus which provides many opportunities for children to explore other faiths, cultures and beliefs. The syllabus is enriched with trips and visitors. In the summer term we hope to arrange a Key Stage 2 visit to the Faith Tour in Bedford. The tour consists of a visit to a Church, Mosque and Gurdwara. In November 2016 the school welcomed a leader from the Northampton Sikhs to work with the Year 5/6 class and deliver a whole school assembly. A Jewish faith leader visited the school in January 2017 and talked to our Year 5/6 children about the Jewish religion and customs.
- Every class has a R.E display board that shows our Christian Values and celebrates work. Each class also has a Salvadoran Cross as does the school hall and main reception area.
- The school has systems in place to ensure all children make at least good progress. Children who are not meeting their personal targets are identified through pupil progress meetings and tracking. Interventions are then implemented and tracked through the SEND provision map and SENCo monitoring. The school uses the Symphony Assessment system to track R.E.
- Children are encouraged to be independent learners and to support each other through our 4 R's Learning Behaviours Strategy. Each classroom has a display to promote our resilience, resourcefulness, reflectiveness and readiness. There are opportunities throughout the year for children to mix with other year groups to develop a supportive family atmosphere. Open Working Days for parents, sporting activities and other themed days are delivered in mixed classes.
- The school operates a 'Day 10' curriculum which involves the children working in cross-phase groups every 10<sup>th</sup> afternoon. Each term the curriculum has a different focus allowing us to deliver a creative approach to teaching such areas as PSHE and R.E.
- Children regularly take part with charitable fundraising events. We have an active School Council who plan and deliver charity days such as: Children in Need, Red Nose Day, Mary's Meals and donations for the Corby Food Bank. We also sponsor a child named Harriet through the One Step at a Time charity. Our sponsorship enables Harriet to have an education and a better standard of living. We recently collected 30 school backpacks filled with stationery items in conjunction with the Methodist Church to support the Mary's Meals charity.
- Behaviour in school is outstanding and children are given 'house points' for being a good friend and being caring to others. The school promotes positive behaviour through being happy, safe and secure.
- The school has an open door policy and parents are encouraged to share any concerns with staff members.
- Teaching when triangulated with books and data is judged to be good. (Lesson observations, book scrutiny, pupil discussions, LA monitoring visit).
- Class teachers track a sample of children through weekly assessments in R.E so that standards can be monitored by the subject leader.

- Child interviews are conducted frequently to ask the children about R.E and worship in our school and its impact on their understanding and lives. Children comment on feeling valued and respected by all adults in school (Pupil questionnaires)
- There is a high level of parental involvement in the school (active PTA, school events are well attended, parent volunteers helping in school)

### **Reasons for the grade (impact and provision)**

Attendance in school is good:

2014 – 1.0% (2.8% National) Persistent absentees, 3.5% (3.9% National) of sessions missed due to overall absence, 0% exclusions. This is better than the National average.

2015 – 0% (2.7% National) Persistent absentees, 3.5% (4% National) of sessions missed due to overall absence, 0% exclusions. This is better than the National average.

The school's Christian character shapes its approach to issues of attendance and pupil exclusions. Attendance is closely monitored and letters are sent inviting parents to meet with the Head Teacher for any children that are causing a concern. Individual reasons for low attendance are identified and appropriate action taken. Pupils with 99% and 100% attendance are rewarded in a special assembly. The class with the greatest attendance each week is celebrated in the weekly newsletter.

The school art club created a prayer tree to be displayed in the hall and all children contributed to our prayer books. These actions were recognised and praised by Lesley Pollard who is a former Local Authority lead for R.E.

Regular opportunities for children to engage in high quality spiritual reflection (daily prayer, worship assemblies, Prayer Space)

The school recently featured in the Diocesan R.E Newsletter for demonstrating good practice in raising the profile of Christian symbols.

We recognise the importance of ensuring the highest levels of personal development and well-being for our children. We have a dedicated team of support staff who deliver interventions across the school. They ensure that children who may be finding work difficult, have the opportunity to work either 1:1 or in a small group and at a pace and ability level suited to their needs.

The school is very welcoming and children say they feel happy and safe (Pupil and parent surveys) Pupils are respectful to others and value differences in their community and throughout the world. Pupils value learning about multi-cultural faiths and believe it is important to help Relationships.

### **Key Strengths**

- Christian Values embedded across the school with lesson time and collective worship.
- Children's behaviour and outstanding attitudes to their learning.
- Happy, caring and safe ethos across the school
- Parents are very supportive and positive about the school. Parents say the school is a happy place and their child enjoys school (Parent Survey 2015/2016).
- Children's attendance is good and above the National figure.
- Standards and achievement across the school is good.
- A developing link with our Parish Church St Andrew's and our interregnum Assistant Priest, Reverend Julian Bowers.
- The R.E curriculum is broadened through the creative 'Day 10' work.

### Development points

- To further embed attachment awareness and mindfulness provision across the school.
- To implement the Understanding Christianity Project across the school.
- To embed children's understanding of Christianity as a multi-cultural religion.
- Continue the link with supporting our sponsor child Harriet Ooma.
- More regular R.E monitoring (R.E Lead, Foundation Governors)
- Continue to develop the school Prayer Spaces and Reflection areas.

### CORE QUESTION 2

**What is the impact of collective worship on the school community?**

**SCHOOL SELF EVALUATION: Good**

**School evidence based on pupil outcomes:**

**Provision:**

- Collective Worship is an integral part of the school day. Worship is inspirational and inclusive with its impact evident in all aspects of school life. Our children are aware of our Christian Values and respectful of other beliefs.
- All learners enjoy the content of singing celebration, candle, bible stories, visitors and opportunities to reflect and prayer. (Pupil questionnaires)
- Opportunities are provided for our Church Council and other children to lead collective worship linked to themes identified in the worship plan.
- Parents and family are invited to celebrations of Christian festivals e.g. Christmas, Harvest and Easter.
- Our Christian Value of the month is on display in the front entrance to the school and on the parent noticeboard.
- Prayers books are in the school hall for all to share.
- Planning for Collective worship is thorough and progressive focusing on the value of the month. Links to the bible are made as well as opportunities for children to link to their everyday life.(Collective worship planning)
- The Headteacher and Worship Coordinator met in July 2016 to plan the worship plan for 2016/17. The children will be involved in this process for 2017/18.
- The Headteacher and members of the teaching staff together take responsibility to lead worship and throughout the year there are opportunities for children to lead worship. (Collective worship evaluations)
- There are opportunities for prayer and reflection throughout the school day.
- The school prayer, is often used in collective worship.
- Monitoring of collective worship is carried out by the Headteacher and subject leads.
- Christian symbols are visible in school and each class has ownership of one of the symbols.
- Father Julian visits our school frequently to deliver worship assemblies. The children enjoy having our special visitors in school.
- Every Monday and Tuesday morning we have a worship assembly when a staff member will lead worship around a Christian Value/Theme. Staff members are invited to join in for the worship and children are always given the opportunity to reflect and pray. Every Thursday morning, teachers lead their own worship in their classrooms.

- On Wednesday mornings the children come together for a weekly singing celebration. The children sing a range of songs and the school prayer is shared at the end of the celebration.
- Every Friday afternoon we have a Celebration Assembly where the children are presented with a special certificate and we all celebrate their success. We end the week by celebrating our success, thanking God and by reading the school prayer and blowing out the candles.

### **Reasons for the grade (impact and provision)**

- Our Christian Values are embedded in school and are central to the life of our school. Collective worship is carried out by all teaching staff in school, the local vicar, Wyn Williams and other visitors.
- Themes of worship are based on our School Values and have a direct impact on daily school life.
- Displays around the school celebrate the children's work and promote our Christian ethos.
- A clear monitoring system enables school leaders to identify the impact of worship and measure the children's enjoyment.
- Children have opportunities to reflect about the value/theme of worship and its impact on their lives.
- We follow the Christian calendar for special days.

### **Key Strengths**

- We involve the community in collective worship with significant events throughout the year such as Remembrance, Harvest and May Day.
- Our children including both councils are involved in the planning of collective worship.
- Children demonstrate a positive attitude towards worship in school.
- Clear school values shared with all stakeholders.
- Our children are well behaved, caring and polite individuals.
- The school has good relationships with members of the local community, parents and carers.
- In the previous academic year, each class were given the opportunity to lead a whole school worship assembly.

### **Development points**

- More opportunities for the children and governors to lead and evaluate our worship assemblies.
- To develop the children's understanding of the Holy Trinity.
- To continue to strengthen links to other faiths within collective worship.
- The Lord's Prayer to be shared more in addition to the school prayer.
- To deliver more worship assemblies in our local church St Andrew's.



### CORE QUESTION 3

#### How effective is Religious Education?

#### SCHOOL SELF EVALUATION: Good

#### School evidence based on pupil outcomes:

##### Provision

- Religious Education is a timetabled subject throughout the school except in Foundation Stage where it is integrated within the areas of learning. Each class has one lesson of 60 minutes per week. The RE subject coordinators teach in our Reception Class.
- We supplement the R.E curriculum through our creative Day 10 work.
- The school uses the Northamptonshire Agreed RE syllabus which provides many opportunities for children to explore Christianity and other cultures and beliefs. This is supported by a range of artefacts and online resources. The syllabus is enriched with trips and visitors throughout the year (Judaism and Sikhism visitors in school).
- Children enjoy R.E and teachers work hard to ensure lessons are engaging and exciting (Pupil interviews).
- Teachers work hard to ensure lessons are differentiated to suit ability.
- Christian Aid have visited the school and talked to the children about their work and the impact they have on others.
- Visits to the local church enhance RE teaching and learning where children are able to gain first hand experiences. The school use the church as a resource for the teaching of R.E.
- In the summer term, it is anticipated that all Key Stage 2 children will have the opportunity to attend the Faith Tour in Bedford.
- Class teachers use the Symphony Assessment System to track a sample of children in R.E. This enables teachers, SLT and the R.E subject lead to monitor standards and evaluate children's progress.
- The school has a reflection book that is used to collect evidence of children's contributions and ideas during lessons and assemblies.
- Children's books are well presented and they take pride of their work. Teachers have high expectations and mark the book in accordance with the school marking policy.
- Children respect each-others' feelings, listen carefully to different viewpoints and support each other in lessons.
- Religious Education features on the school development plan along with core subjects as the Christian ethos is central to our school.
- Our R.E subject leader will be taking part in the Understanding Christianity project (June 2017) and will disseminate the content of the training to class teachers throughout the academic year.

##### Reasons for the grade (impact and provision)

- The R.E curriculum ensures the children have a knowledge of Christianity as well as other faiths (children's books, displays)
- The quality of R.E teaching is at least good throughout the school and children are enthusiastic about the R.E curriculum. (lesson observation records, pupil voice)
- Children are able to talk about the impact of R.E learning in lessons and across the curriculum
- R.E work is displayed in classes to celebrate the achievements of our children (classroom displays, R.E coordinator file)

##### Key Strengths

- Despite our previous vicar leaving in January 2016, the school has developed strong links with the local church and Father Julian.

- Our new R.E subject lead to be involved with the Understanding Christianity project throughout 2017.
- Class teachers consistently following the Northamptonshire Agreed Syllabus.
- R.E and worship is a key action point on the School Development Plan.

#### **Development points**

- New R.E subject lead to establish herself in her role and promote R.E to all stakeholders.
- Foundation Governors to monitor the teaching of R.E in school.
- To obtain the R.E Quality Mark.

#### **CORE QUESTION 4**

**How effective are the leadership and management of the school as a church school?**

**SCHOOL SELF EVALUATION: Good**

**School evidence based on pupil outcomes:**

**Provision**

- Our school has a clear mission statement which reflects our distinctive Christian ethos.
- Performance indicators for the last 3 years have been above national and local averages in all key performance areas. The exception to this was the 2016 Year 2 maths results which fell below the national attainment.
- The Executive Headteacher and staff have been passionate about improving our links with the church and developing our Church of England ethos.
- There is a succinct and clear school development plan which ensures faith is at the heart of the daily life of the school. RE and Collective Worship feature on the school development plan as the Christian ethos is central to our school. (See SDP)
- All staff and governors are fully committed and involved in creating a positive Christian ethos.
- Leadership responsibilities are shared throughout the school.
- Leaders articulate and promote a vision based on distinctively Christian values.
- The Executive Headteacher is supportive of all stakeholders and demonstrates compassion and care.
- Our school prayer is displayed in the school entrance and on the prayer tree to remind us of our Church ethos.
- High quality teaching, progress tracking, data analysis and work sampling ensures that high expectations for all are maintained and children achieve well.
- Our outstanding Special Educational Needs Coordinator ensures that our SEND children are given additional interventions and the impact of this is tracked.
- The school has developing links with our cluster schools, which include other Church of England schools.

**Reasons for the grade (impact and provision)**

- At our most recent Ofsted inspection in November 2014 the school was graded as good with reference made to our outstanding 'Day 10' curriculum.
- Pupil achievement is good across EYFS, Key Stage 1 and Key Stage 2.

- Brigstock Latham's C.E Primary has a caring, family ethos and this is frequently commented on by visitors to the school.
- Our stakeholders are committed to the Christian ethos which underpins our learning. We subscribe to the Peterborough Diocese Silver Level Agreement and value the opportunities this brings.
- Staff are encouraged to take part in continued professional development and the school works hard to deliver training suited to their individual needs.
- Performance Management reviews are conducted twice yearly with targets that feed into the School Development Plan.
- We have featured in the Diocesan newsletter for demonstrating good practice in R.E.
- With the new curriculum, the school has been developing new assessment procedures. Since September 2016 the Symphony Assessment System has been put into place to track progress towards end of year expectations.
- Governors are linked to a specific class and meet with the class teachers termly to discuss pupil progress. This information is then shared with other governors at the next FGB meeting.
- Through both summative and formative assessments, children's progress towards end of year expectations can be monitored, those requiring interventions can be identified and programmes put into place to ensure that they are making expected progress. (Pupil progress meetings, Provision Map)
- Stakeholders recognise that learning is beyond the purely academic and that provision needs to be made for pupils' spiritual, moral, social and cultural growth.

### **Key Strengths**

- Children have a developing role in the planning and delivery of worship assemblies.
- The newly appointed Church Council have played an active part in our Harvest Festival, Remembrance Service and Christmas Concert.
- Strong links with the local church vicar.
- Tracking of pupil progress towards end of year expectations using the Symphony Assessment system.
- RE and collective worship are identified on the school development plan
- Pupil and parental voice – questionnaires and pupil discussions
- Achievement is good at the school.
- The positive relationships between all stakeholders guarantees that children feel supported, safe and that they receive consistent messages.

### **Development points**

- Ensure that the teaching of R.E and Collective Worship continues to be good with elements of outstanding.
- Further develop the role of the governing body in monitoring and evaluating the school's work as a church school.
- Continue to develop and strengthen the school-church partnership with the appointment of a new vicar.
- Work closely with the new vicar to ensure the school remains an active part of the worshipping community.