



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Broadbottom Church of England Voluntary Controlled Primary School

Mottram Road,
Broadbottom,
Longdendale,
Hyde.
SK14 6BB

Previous SIAS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Chester

Local authority: Tameside

Date of inspection: 16 June 2016

Date of last inspection: 5 April 2011

School's unique reference number: 106227

Headteacher: Esther Bland

Inspector's name and number: Anne B. Woodcock 445

School context

The school serves the mixed socio-economic community of Broadbottom in the Longdendale Valley. All of the 108 pupils are of White British heritage. Most live in Broadbottom. The proportion of pupils known to attract the pupil premium grant is average. The school supports an average proportion of children with additional needs. The headteacher became the executive headteacher in September 2014, when she was appointed to lead Mottram Church of England Primary school in the neighbouring village. Her time is split equally between both schools.

The distinctiveness and effectiveness of Broadbottom as a Church of England school are outstanding

- The strong, creative leadership of the headteacher, ably supported by dedicated staff and governors, inspires and drives all aspects of church school improvement.
- Pupils' outstanding behaviour and attitudes to life and learning are clearly attributed to the school's mission statement and their understanding of core Christian values.
- The explicitly expressed Christian values of forgiveness and love nurture and support all members of the school family.
- The strong, purposeful and mutually beneficial links with the church make a very significant contribution to the school's Christian character and to the spiritual growth of pupils and staff.

Areas to improve

- Involve pupils regularly in evaluating the impact collective worship is having on their attitudes, ideas and beliefs.

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

The school's motto 'love learning, love life' is reflected in the happy, collaborative atmosphere which is immediately apparent to visitors. The school's core Christian values of forgiveness, love, joy and peace impact very strongly on all relationships. Pupils' behaviour is outstanding because they readily treat others with respect, forgiving and caring for each other. A Year 5 pupil explained, 'Jesus taught us about forgiveness and love through parables like the Prodigal Son and the Lost Sheep.' Children are eager and confident learners who thoroughly enjoy the wide range of experiences provided. As a result, attendance is very good. All children make good, often outstanding progress from their starting points and standards of attainment are consistently high. Those with additional needs are very well-supported, so all can make a positive contribution to the life of the school. Parents say, 'Every child is seen as an individual. The teachers explore what they're good at so that everyone can shine at something.' Provision for pupils' spiritual, moral, social and cultural (SMSC) development is excellent. Pupils are reflective and thoughtful learners. They share ideas openly within an atmosphere of trust and acceptance. Their creativity and imagination is fostered through art, music and outdoor learning. Special focus days, such as the recent religious education (RE) based day on the creation story, inspire pupils to work collaboratively and respond creatively. High quality art displays, such as the excellent pencil sketches of Christ, reflect children's personal responses and skills. Pupils have a developing knowledge of and respect for diversity. Christian visitors from Korea helped them to understand that Christianity is a multi-cultural faith. 'Some Christians can't worship openly in their own countries and that is definitely wrong,' stated a Year 6 pupil. RE challenges children to consider important questions about faith and belief. They talk confidently about the different religions they study, recognising similarities as well as differences between Christianity, Judaism and Islam. As a result, RE makes a highly significant contribution to children's SMSC development and to the school's Christian character.

The impact of collective worship on the school community is outstanding

Collective worship is a joyous, inspirational and highly participatory experience. Children know that some pupils do not believe in God, but they know that everyone is included. 'Our school is incredibly inclusive,' stated a Year 6 pupil. 'Everyone is involved, even in the prayer time.' Worship is well-planned and firmly based on Bible teaching and Christian values. The substantial practical involvement of the church supports children's knowledge of the Bible extremely effectively. Regular 'Open the Book' worship provides a deeper knowledge and understanding of Old Testament Bible stories. Pupils and staff thoroughly enjoy these worship events. 'They are good for all ages and lots of fun so they help you remember,' explained a Year 5 pupil. They also support the development of pupils' understanding of the nature of God. A Year 6 child stated, 'God helps those who accept him into their lives, but he cares for and loves everyone.' Pupils talk knowledgeably about the life of Jesus and the events celebrated by Christians at Christmas and Easter. Some older children explain that Jesus is the Son of God and that God sent his Holy Spirit as a gift of power to help us. Prayer is a key feature of daily worship. Pupils know the Lord's Prayer and graces and they write and use their own prayers, some of which are displayed around school. All pupils, including those of no faith, use the reflection time to consider their personal response to worship themes. The impact can be seen in extremely positive relationships and the empathetic ways in which children consider the needs of others. Clergy are regular visitors, providing much appreciated spiritual guidance and support for all members of the school community. The church in Mottram is used for special services at festival times and the Magdalene Centre next to the school is used for worship each week. Visitors from other local faith groups, such as the Evangelical Church and Christian footballers, provide children with experience of different styles of Christian worship. Pupils take responsibility for aspects of worship. Older children plan and deliver acts of worship on themes such as saints and poverty. Collective worship is effectively monitored and evaluated by staff and governors using formal and informal processes. This has led to ongoing improvements. However, although pupils provide some informal feedback, they are not regularly involved in

evaluating worship.

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

Christian values are consistently expressed and lived by all members of the school family. They impact very strongly on all aspects of school management and leadership. Staff are extremely well-supported and inspired by the headteacher and deputy headteacher who lead by example. Their singular purpose is to create a nurturing, Christian environment in which pupils can flourish and achieve as valued individuals. Governors support and challenge the work of the school extremely effectively. They monitor and evaluate through shared observations, work scrutinies and staff discussions. Governors and staff review the mission statement and school aims annually. Governors and leaders have developed a robust self-evaluation process in which pupils, staff, parents and the church are fully engaged. This results in church school development being prioritised within school improvement planning and leads to ongoing improvements in RE and collective worship. Governors monitor and evaluate RE and collective worship effectively. They monitor the impact of intervention strategies and ensure that the needs of all pupils are met through the effective use of all financial resources. RE and collective worship have a high profile within school. They are extremely well-led and supported, resulting in high standards of achievement and very effective practice. The issue from the previous inspection has been addressed and the impact of changes has been evaluated. The partnership between the two schools led by the headteacher is having a very positive impact on aspects of governor and staff training and curricular development. Diocesan training and links with other local schools support staff development, resulting in effective strategic planning. The mutually beneficial partnership with the church and local community supports pupils' understanding of their place in God's world and the way in which they can contribute to change. They are involved in village events, such as the scarecrow festival, and regularly participate in charitable fund raising. The children enjoy these activities and are proud of the way in which they try to support those less fortunate than themselves. 'Neighbours can be anywhere in the world. We should help wherever people suffer, like in Syria with the refugees,' stated a Year 6 pupil.

SIAMS report June 2016 Broadbottom Church of England Primary School, Broadbottom, Hyde, Cheshire SK14 6BB