

## National Society Statutory Inspection of Anglican Schools Report

### **Brighstone Church of England Voluntary Aided Primary School**

New Road,  
Brighstone,  
Newport,  
Isle of Wight  
PO30 4BB

#### **Diocese: Portsmouth**

Local Authority: Isle of Wight

Date of inspection: 15<sup>th</sup> June 2009

Date of last inspection: 13<sup>th</sup> November 2006

School's unique reference number: 118192

Headteacher: Mrs L Cahill

Inspector's name and number: Mrs Phyllis Baxter 330

### **School Context**

Brighstone CE VA Primary School is a small school catering for children aged four to nine years old who come from the village and surrounding rural area. Pupils are of White British heritage. The proportion of pupils who have learning difficulties and/or disabilities is above average. The school has achieved the Enhanced Healthy School and Active Cooking Awards (2008) as well as a number of other awards and accreditations.

### **The distinctiveness and effectiveness of Brighstone Church of England Voluntary Aided Primary School as a Church of England school is outstanding**

The distinctive ethos based on Christian values underpins the rich and vibrant quality of curriculum provision and the very high standard of care and nurture. This has excellent impact on all learners who are inspired to give and achieve their best.

### **Established strengths**

- The very strong distinctive Christian ethos underpinning an outstanding values-based culture in which children thrive and are seen as unique individuals in the sight of God.
- The outstanding, innovative and vibrant curriculum which ensures high standards of spiritual, cultural, moral and social development of all learners.
- The way in which the school serves and lies at the heart of the community

### **Focus for development**

- Sustain the good work now being achieved in RE and in particular embed the Isle of Wight RE Syllabus in order to raise standards even further.
- Reaffirm and ensure that the school's distinctive Christian ethos and the high quality of provision and outcomes are sustained following the planned change of leadership.

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

Christian values lie at the heart of curriculum provision. Parents and many others said "Our school is a vibrant place where children learn and have the opportunity to become the best they can be." Children spoke with pride and confidence about their school and said that they are "...always being taken out to see and do interesting things". School newsletters give testimony to the range and purposes of activities such as the recent reports written by children about World Environment Day. The quality of display is excellent and ensures that every corner of the school reflects an

ethos of investigation, discovery, success and wonder. This provides a rich source of spiritual development, the standard of which is very good. This area for improvement following the last inspection and has been well achieved. Current plans to improve the school grounds to develop a spiritual haven will take this even further. The outstanding care and nurture provided ensures that all children are highly valued as individuals and seen as being unique in the sight of God. Very good standards of moral, cultural and social guidance are evident. An example of this was seen in an excellent Circle Time lesson with the Reception Class, led by a Teacher Assistant, where children were encouraged to focus on looking at, listening and acknowledging each other. Their sustained ability to concentrate and show self-control and respect was impressive. It was also seen in the exemplary behaviour of pupils throughout the school and the way in which great care is taken to ensure that all children are included and treated with integrity irrespective of ability or cultural background. Relationships at every level are positive. Many adults support the life of the school and are welcomed for the rich and varied contribution they are able to make. An example of this was seen when the children showed off the school garden and spoke with great excitement about the vegetables and produce they were growing which would be harvested for their school meals.

### **The impact of collective worship on the school community is outstanding**

Parents and governors reported that the quality of worship overall is “inspirational”. This was confirmed by pupils who said that Worship helped them to learn about God and learn about themselves so that they could live good lives. Great care is taken to engage pupils’ interest through the provision of high-quality resources as illustrated in a Whole School Worship focusing on the giving of presents. Children were encouraged to think deeply about gifts which could not be wrapped. They were able to explain this when asked later in the day. A child said “It was hard but I thought about friendship and I was right!” Much emphasis is placed upon the importance of modelling Christian values and providing opportunities for pupils to develop their relationship with God through the weekly support of Lay Readers and “God’s Big Story”. This is further enhanced through the innovative use of the outdoor curriculum to promote spiritual development. A Remembrance Day Service in the village and visits to collect pebbles from the beach to be brought back and used as a focus for class worship and prayer are just two of numerous examples. All classrooms have a sacred space which is adapted to fit the needs and age of the pupils. Children were observed using their prayer books and opportunities to pray are a feature of the school day.

Pupils particularly commented on the importance of “Golden Worship” and said they loved seeing their names mentioned in the School Newsletter. Parents highly appreciate opportunities to attend services in the nearby church and the school hall to celebrate special Christian Festivals. They commented on the excellent quality of the above average number of drama productions which take place which support Worship, in particular the recent Passion Play in which pupils were able to explore the events of Holy Week. Following an interregnum, the new vicar leads worship in school on a regular basis. Anglican tradition is upheld through the use of greetings and services in church. Opportunities are being taken to strengthen this.

### **The impact of Religious Education on the school community is good**

Standards in RE have improved and are now good and becoming increasingly secure. The standard of progress is also good and there is clear evidence of progress over the time. This was seen in written outcomes. The school’s focus is to improve standards in writing and the standards of writing in RE are in line with other core subjects. Professional development has done much to raise teachers’ expectations and to develop confidence in the teaching and delivery of learning. Much thought has been given to how the teaching of RE can be made relevant and engaging to pupils. An example of this was seen in a good Year 3/4 class where the focus for the entire day was RE with learning in all subjects arising out of it. Pupils visited the church to learn about and appreciate the beauty of the stained glass windows. Through the teacher’s good subject knowledge they explored Christian symbolism which they then translated into making their own stained-glass windows. At the end of the day the pupils demonstrated significant understanding of the reasons why they had used colour, layout and symbols in their windows and spoke articulately about their very successful outcomes.

As yet, marking does not always help children to know what to do next to improve. However through careful monitoring, the assessment of standards and progress has been successfully improved since the last inspection. This was seen in a good Year 1 lesson where children clearly understood and focused on “I can” statements and were able to use a considerably greater range of religious vocabulary at the end of the lesson than at the beginning. Teachers’ planning is good and based on the recently updated Isle of Wight Syllabus. The opportunity now needs to be taken to sustain and embed the considerable good work which is now in place.

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

The quality of the extremely clear, detailed and accurate self evaluation involving all stakeholders is outstanding and ensures that the school’s distinctive Christian ethos is strong. Leadership and management are secure at all levels. This ensures that standards of attainment and progress overall are above average. The passionate, energetic and skilled leadership of the Headteacher drives improvement and governors share this passion for the school. Through reorganising the way committees work, they have ensured that they strategically support, challenge and hold the Headteacher and staff to account for standards. As a result governance is outstanding. Great care has been taken in the appointment of a new headteacher to ensure that the school’s outstanding distinctive Christian ethos will be maintained.

The quality of relationships is outstanding. Significantly, the important work in coaching staff as leaders and the increasingly good quality of shared evaluations is informing improvement and building capacity for staff to be reflective practitioners and thoughtful leaders. An example of this was seen in the evaluations carried out by staff regarding the quality of morning worship.

The partnership between the school and community is excellent. Parents were unanimous in their praise of the school and regard it as of central importance to the village and community. Church school links are very good with the capacity to becoming even stronger as the school moves to a new phase in its life. It will be important to ensure that the excellent work already in place is built on and strengthened further.

Brighstone Church of England Voluntary Aided Primary School New Road, Brighstone,  
Newport, Isle of Wight PO30 4BB June 2009

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New Road, Brighstone, Newport, Isle of Wight PO30 4BB

**Inspection Judgements**

<b>The school meets the statutory requirements for Collective Worship</b>	<b>Y</b>
<b>The school meets the statutory requirements for Religious Education</b>	<b>Y</b>

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

To what extent do all learners feel valued and special?	<b>1</b>
How well do the school's Christian values impact on learners and enable them to flourish as individuals?	<b>1</b>
How well does the Christian ethos support the spiritual, moral, social and cultural development of all learners, whether they are Christian, of other faiths and of none?	<b>1</b>
How are Christian values evident in the relationships between staff and learners and between staff?	<b>1</b>
How well is the school environment used to encourage spiritual development?	<b>1</b>

**How effective is the worshipping experience provided by the school?**

How important is worship in the life of the school and how is this demonstrated?	<b>1</b>
How positive are the attitudes to collective worship?	<b>1</b>
To what extent do learners and staff of all faiths derive inspiration and spiritual growth and affirmation from worship?	<b>1</b>
How well does collective worship develop learners' understanding of Anglican faith and practice?	<b>2</b>

**How effective is the Religious Education provided by the school?**

How high are standards in RE and how well do learners achieve? Why?	<b>2</b>
How effective are learning and teaching in RE?	<b>2</b>
To what extent do learners of all faiths and of none demonstrate a positive attitude towards the subject?	<b>2</b>
How well does RE contribute to the spiritual, moral, social and cultural development of all learners?	<b>2</b>
To what extent does RE promote the distinctive Christian character of the school together with an understanding of other faiths?	<b>2</b>
How important is RE in the life of the school and how is this demonstrated?	<b>1</b>

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

How well do the Headteacher and foundation governors promote a distinctive Christian vision for the school?	<b>1</b>
How effectively do the Headteacher, senior management and governors encourage, monitor and challenge the school community to realise this vision?	<b>1</b>
How valued do staff feel and how involved in putting the vision into practice?	<b>1</b>
To what extent are all stakeholders, including learners and their parents, involved in evaluating the school's progress?	<b>1</b>
How effective is the partnership between the school, the church and the local community including parents?	<b>1</b>



### Judgement Recording Form (NSJRF)

**Name of school:** Brighstone Church of England Voluntary Aided Primary School

**Address of School:** New Road, Brighstone, Newport, Isle of Wight PO30 4BB

**School URN:** 118192

**Date of inspection:** 15<sup>th</sup> June 2009

**NS Inspector's Number:** 330

**Type of Church School:** Voluntary Aided

**Number of pupils:** 79

**Phase of education:** Primary (4-9years)

**Has Diocesan Quality Assurance been obtained for this report?** Yes

**Rating 1-4**

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Y
The school meets the statutory requirement for religious education *	Y