



National Society Statutory Inspection of Anglican Schools Report

Brington Church of England (Voluntary Controlled) Primary School

Church Lane
Brington
Huntingdon
Cambridgeshire
PE28 5AE

Diocese: Ely

Local authority: Cambridgeshire

Date of inspection: 30th September 2009

Dates of last inspection: 17th and 20th October 2006

School's unique reference number: 8733081

Headteacher: Mrs Allyson Watkins

Inspector's name and number: Peter Adams (205)

School context

Brington is a small school that serves a group of seven villages and the rural area to the west of Huntingdon. Pupils come from a range of backgrounds, with the majority being white British. The number of children on the special needs register is in line with the national average. The modern, well-equipped school buildings are set on a spacious site, which is shared with the local pre-school playground. The head teacher has been in post for just over a year.

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

The school sets high standards in terms of behaviour and academic achievement. It presents a supportive and inclusive environment and celebrates the Christian ethos and church foundation with confidence. Learners are involved in the life of the school and their contribution is valued. There is a strong emphasis on building sound relationships and giving attention to individual needs.

Established strengths

- The Christian ethos permeates and drives the life and work of the school and has a significant effect on the attitudes and behaviour of the learners.
- The sensitive and effective leadership encourages collaboration – the views of all stakeholders are valued and acted upon.
- Learners display qualities of independence and personal responsibility towards each other, and the school community.

Focus for development

- To design a new badge/logo that reflects the identity of the school as a Church of England establishment.
- To extend links with the various church communities in the catchment area, raising the profile of the school beyond the home village.
- To provide places for quiet reflection including a garden area in the school grounds.

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

The school ethos reflects the Christian foundation and is committed to the development of the 'whole child' in an inclusive environment.

The pupils say that they enjoy school life and see the school as a happy and secure place, where they are treated fairly and their achievements are celebrated. They are made to feel special and have good levels of self-esteem. They are given opportunities to participate in the life of the school by applying for jobs including the mentoring of younger children, supervising use of equipment and administrative tasks. Through this they demonstrate initiative and qualities of personal responsibility. There is a good sense of community and shared values.

The views of learners are actively sought and taken seriously through school and class councils as well as the 'Listening Box'. They are encouraged to contribute to the development of school policy in a range of areas. This has recently included input to a new behaviour code. Learners have mature views and are willing to support and respect the opinions of others. Most learners understand the consequences of their behaviour and take responsibility for their own actions. Christian values are at the heart of the culture of the school and have a significant impact on the personal development of the learners.

This is a friendly and welcoming school where the adults provide excellent role models for the learners. The school has developed good relationships with parents, who are generally supportive. The communication systems within the school community are effective. This is important in such a scattered catchment area. Parents commented on the high level of care and of the interest staff have in the individual needs of pupils. Pupils from all backgrounds and faiths are made welcome and drawn into the community.

Throughout the school there are clear symbols and well-presented displays that portray Christian values. The existing school logo does not reflect the church school status.

The school environment provides some opportunities for quiet reflection.

There is a growing interest and involvement in environmental issues. An area has been identified for a school garden.

The impact of collective worship on the school community is good

Collective worship is seen as a fundamental part of the school's Christian character and plays a central role in the daily life of the school.

Worship is well planned and co-ordinated, varied and structured to meet the needs of the whole school community.

Foundation governors are involved in reviewing and monitoring worship policy. Collective worship at the school is overtly Christian in context, it is inclusive and demonstrates a respect for other beliefs and cultures. A governor said that it was a time of 'spiritual refreshment.'

Pupils say that they enjoy collective worship. They are involved and respond in a positive way in times for reflection and prayers. In an inspiring collective worship time led by the headteacher, the pupils came in quietly and were attentive. They demonstrated a good knowledge of Bible stories; they joined in with a modern worship song and said the Lord's Prayer.

Collective worship includes different worship styles and supports Anglican heritage and practice. The headteacher, members of staff and visitors lead worship. The contribution made by the priest in charge is clearly valued by the school.

The school aims to involve learners and give opportunities for them to make contributions and take on leadership roles in collective worship. Pupils set up the hall and participate and serve in a variety of ways. Learners design and write prayers for collective worship.

The school gains benefit from the mutual support provided by local church communities, although it is a challenge to maintain coherence with such a wide spread catchment that includes seven parishes.

The local parish church provides a useful resource and venue for festival and special services. These are well supported by parents.

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

The headteacher is committed to the Christian ethos of the school and gives an effective lead and inspiration to the school community.

She has a collaborative style that seeks to involve all stakeholders in the development of the school.

The headteacher works closely with the priest in charge, whose practical and positive support is greatly valued. The development and redefining of the Christian ethos and the role of the school is seen as an on-going process. The school is energetic in its pursuit of what it means to be a church school and in developing strategies that strengthen the Christian ethos.

The staff identify with the ethos and appreciate the support given by the leadership and the 'team spirit' that is being developed.

The distinctive church status is made clear in the school documentation and written aims.

The foundation governors uphold the Christian vision of the school. They work closely with the headteacher giving good support and appropriate challenge.

The headteacher has made links with the diocese in order to develop and strengthen work in SMSC and collective worship.

Parents are well informed and the vast majority is supportive of school activities. They reported that the school has an excellent reputation in the area. The views of stakeholders are seen as important - the school gives opportunities for parents to contribute to school development and influence policy.

There is a positive relationship with the local church community, although links with some of the communities in the catchment area are limited. Further links, including joint charitable projects are planned.

SIAS report 30.09.09 Brington Church of England (VC) Primary School, Church Lane, Brington, Huntingdon, Cambridgeshire. PE28 5AE