



National Society Statutory Inspection of Anglican Schools Report

Burrough Green Church of England Voluntary Controlled Primary School

Bradley Road
Newmarket
CB8 9NH

Diocese: Ely

Local authority: Cambridgeshire
Date of inspection: 15 October 2010
Date of last inspection: January 2008
School's unique reference number: 110783
Headteacher: Keith Archer
Inspector's name and number: Simon Windmill 182

School context

Burrough Green is a small rural school serving several villages near the Suffolk border. The church is quite close to the school. About 40% of pupils come from beyond the catchment area. Very few pupils are from minority ethnic groups, and the number of pupils with special educational needs is just below average. The school is undergoing major rebuilding. There is a pre-school group nearby. The school has Healthy Schools status and an International School award.

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

The school's Christian ethos supports all aspects of its life and work. Pupils enjoy coming to school, and make a great contribution to the school's happy and caring atmosphere. Under the leadership of the headteacher, staff and governors work very well as a mutually supportive team.

Established strengths

- The Christian ethos and values underpin all the school's activities
- Pupils' planning and leading collective worship themselves enhances worship for all
- An understanding of Christian values lies at the heart of pupils' exemplary behaviour

Focus for development

- Involve Foundation governors in evaluating the impact of collective worship on pupils
- Explore the possibilities of alleviating the lack of display space due to the building work
- Rewrite the Religious Education section of the prospectus to ensure that all parents are aware of its place in the curriculum

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

The school's work is rooted in the Christian gospel. The headteacher, staff and governors work well together in sustaining the school's Christian atmosphere, which they see as central to the life and work of the school. The staff provide good care and support for pupils, and staff work hard to ensure that these values are worked out in practice.

The recently appointed headteacher has significantly raised the profile of the school's Christian ethos, and this is having a very positive impact on pupils' understanding of the Christian values the school upholds.

This in turn has been reflected in pupils' good behaviour. They understand, respect and obey the school rules, and value having a say in what they should be. Pupils' spiritual, moral, social and cultural development is good, and they know the difference between right and wrong.

The school's happy, welcoming and inclusive atmosphere is evident throughout the school, and all pupils feel valued and safe. Staff, parents and governors are proud of the school's family atmosphere – one parent said, 'I chose this school specifically because of its emphasis on Christian ideals being taught.

The staff provide good role models for pupils, getting on very well with each other and with the children. These good relationships have a positive impact on pupils by boosting the development of their self-confidence and independence.

The impact of collective worship on the school community is good

The head, staff and pupils all appreciate the time dedicated to collective worship, and recognise it as being a central part of school life. It is firmly rooted in Christian values, and always includes prayer, singing and teaching. Despite the limited areas available, displays around the school reflect its Christian identity.

Pupils enjoy collective worship, and are always eager to take part in it. The head has encouraged older pupils to plan and lead worship themselves. This has been successfully implemented, and has recently been extended to include some younger pupils. Two candles are lit at the start of worship, which gives pupils a visual focus for reflection, and indicates that it is an important part of the school day.

Pupils have a good understanding of the purposes of prayer, such as saying thank you, saying sorry, asking for help or healing, and forgiveness. They sometimes use their own prayers during worship, and they would like to have even more opportunities to write or say their own prayers during worship. Prayers are also said at lunchtime and at the end of the day.

Worship is carefully planned to reflect the church year, with themes that are based on the Anglican liturgical year. Collective worship is held in the church for the main festivals, such as Christmas, Easter and Harvest, and pupils greatly enjoy taking part in them. All teaching staff are involved in worship, and the vicar leads worship three times a month.

The school does not yet have a robust system for evaluating of the impact of collective worship on pupils.

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

Under the excellent leadership the headteacher, the school is well supported by the staff and governors. In the relatively short time he has been at the school he has worked with them to develop his Christian vision for the school, which has made a significant positive impact on raising the profile of the school's church foundation.

The RE curriculum is currently being revised in order to establish strong links between RE, collective worship and the school's wider curriculum, and to introduce class worship. Staff and governors are making good contributions to this process. Governors have a good understanding of their roles and responsibilities.

Since the previous inspection staff, clergy and governors have been improving the quality of collective worship, and under the headteacher this has borne fruit. Pupils have been fully involved in this process, their views being sought alongside the other stakeholders.

The staff say they feel valued and involved in the school's development. They work well together, which contributes to the happy and supportive atmosphere of the school. Parents make a significant contribution to the school through fundraising - for example £2,000 was raised to develop a learning environment in the school grounds.

Community cohesion is good. The headteacher and staff have forged strong links between school, church and community. The school is seen by many as being at the heart of its community, and a high proportion of parents contribute to local and school events. Parental surveys show that parents are very happy with their school.