



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Orchard Church of England Voluntary Controlled Primary School

Blenheim Crescent  
Broughton Astley  
Leicestershire  
LE9 6QX

#### Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 23<sup>rd</sup> May 2014

Date of last inspection: 6<sup>th</sup> & 7<sup>th</sup> May 2008

School's unique reference number: 120120

Headteacher: Mandy Fieldsend

Inspector's name and number: Diane Wright 169

#### School context

This school is one of three in the village of Broughton Astley with 206 pupils on roll. Most come from the village with a quarter from out of catchment. Pupils are from mainly white British backgrounds. The number of pupils entitled to free school meals is low. Similarly the proportion of pupils with special educational needs is low. Following a long period of staffing stability the school has seen significant change recently. The current headteacher took up her post in Autumn 2012 and a new deputy joined in autumn 2013. A senior management team has been established to support the senior leadership team. There is now an interregnum before the appointment of a new vicar.

#### The distinctiveness and effectiveness of Orchard Church of England Primary School as a Church of England school are good

- Commitment to the school's Christian foundation by the headteacher and leadership team with strong support from the governors
- Christian values shape the good relationships between pupils, staff, parents and governors
- Well behaved good mannered pupils who enjoy coming to school

#### Areas to improve

- Make the school's Christian vision and ethos explicit in documentation and on the website
- Enrich pupils' experience of other faiths by inviting more faith speakers into school and by visits to their places of worship
- Find ways to give pupils the language with suitable vocabulary to express their ideas and develop their thinking about spirituality

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

The school is very welcoming with a strong Christian ethos. Christian symbols and displays relating to collective worship and religious education in all areas of the building reflect that Christian values are important. A downward trend in attainment has been addressed through the introduction of robust tracking systems and individual progress of pupils is monitored very carefully. These effective systems are already making an impact on pupil outcomes, as teachers are now proactive in identifying underachievement and meeting specific needs. Pupils enjoy their learning and work hard to achieve their best. Christian values are modelled by adults and pupils respond well to their expectations. Pupils' spiritual development is supported through collective worship and religious education. The school has a very effective praise and reward system and pupils look forward to the weekly celebration assembly. The peace garden which was planned by the school council is seen as a valued space for quiet thought and reflection. Pupils were able to speak about the importance of Jesus. One pupil said 'He is always there even though he is not with you.' Pupils behave well and speak of everyone being friendly. Pupils have some understanding of other faiths and cultures through the curriculum, visitors to school and their link with a suburban city school. The school has identified the need to enrich pupils' experiences of other faiths by more visitors and visits to their places of worship. Parents recognise and speak very highly of the school's happy, safe, Christian atmosphere and value the care shown by adults.

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

Collective worship has a central place in the life of the school when pupils and staff come together. Diocesan themes are used in planning and full account is taken of the Christian calendar. The theme card for the week with the liturgical colour on it, a cross and the school prayer are displayed in all areas of the school. All teaching staff are involved in leading collective worship and pupils benefit from the variety this brings. Pupils especially enjoy lively interactive worship with the opportunity to take part. They understand that it is a time to be together and think about God. Worship is presented in a variety of ways including the use of a projector and screen to provide stimulating images appropriate to the worship theme. A lighted candle is used as a focal point during reflection time and prayers. Pupils understand that this is a quiet time to think about what they have heard, their actions and to remember people and events in their lives. Each class has an opportunity to lead worship once a term and this is well attended and much enjoyed by parents. Examples of prayers specially written by pupils for these occasions are displayed in the hall. There are also books of prayers from previous years so that pupils can refer to them. Celebration of pupil achievement, both in and out of school are seen as an important recognition of uniqueness of the individual and as a demonstration of the Christian ethos. Parents join pupils to celebrate Harvest and Christmas with a carol concert at St Mary's church. Some pupils also join the church congregation at their Christingle service. Governors often come in to take part in collective worship. Pupils or staff who have shown an act of kindness can be nominated and the act recorded on one of the leaves on the kindness tree in the hall. There are effective systems for the monitoring of collective worship which involve all stakeholders.

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

The headteacher, staff and governors work well together to ensure this is an effective church school. The headteacher provides strong and inclusive leadership which is underpinned by Christian beliefs and values. This now needs to be reflected in all school documentation and on the website. The governing body provide challenge as well as support for the headteacher. The governors are provided with data and information from the newly

introduced systems which enables them to fulfil their roles in monitoring and evaluating the work of the school. They have a good understanding of the school's performance and there are strategies in place for ongoing improvement. Leadership of collective worship and religious education is given a high priority and leads to effective practice. There is a clear understanding of the strengths and areas for development, as set out in the combined action plan. The headteacher has taken on this role with staff support during the co-ordinators' maternity leave. Current improvements in assessing religious education will make it subject to the same rigorous scrutiny as other curriculum areas. Parents speak positively of the school and the values it promotes. They respond well to consultation and say that staff are approachable and always responsive to their concerns. The school has fostered links with St Mary's Church and has also been well supported by the Baptist minister Reverend Andrew. The school is working hard to maintain links with local churches during the interregnum, as both ministers have now left. Involvement in Diocesan guided projects has benefitted the school community and supported its Christian ethos. Year six pupils take responsibility by being Super Leaders organising multi sports activities at playtimes. The school council is active in charitable fundraising and is confident that their suggestions on school matters are valued and play a part in school development. All development points from the previous inspection have been achieved.