



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



 The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Brampton The Ellis Church of England (Voluntary Aided) Primary School

Brampton Road
West Melton
Wath upon Dearne
Rotherham
South Yorkshire
S63 3AM

Previous SIAMS grade: N/A

Current inspection grade: Good

Diocese: Sheffield

Local authority: Rotherham

Dates of inspection: 27th April 2015

Date of last inspection: N/A

School's unique reference number: 106936

Headteacher: Alison Benbow

Inspector's name and number: Louise Patterson (310)

School context

The school has existed as a primary school since 2nd June 2014. This follows the closure of The Ellis Junior School, which went into special measures in July 2013, and the extension of the age range of The Ellis Infant School, which was judged to be outstanding in October 2013. The head teacher of the infant school is now the head teacher of the primary school. This large school occupies two sites approximately 500 metres apart. There have been significant staff challenges in Key Stage 2 and in Senior Leadership. There has also been an interregnum until a year ago.

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

- This new primary school has clearly established itself quickly as a good church school, where Christian values of love, respect and hope are lived out in many areas.
- The school leadership has a very clear vision of where the school needs to improve and the continuing journey they need to make together.
- Good acts of worship, where pupils and staff can develop spiritually, are in evidence on both sites.
- Pupils are well cared for, generally behave well and know they are in a Christian environment

Areas to improve

- School leaders and governors need to meet more regularly, along with stakeholders, to ensure the continued development of the Christian distinctiveness of the new school.
- Ensure the formal and rigorous monitoring and evaluation of the impact of both R.E. and collective worship to inform future development in these areas

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

The school is a welcoming and caring community in which the headteacher and her staff are working hard to ensure the continuity of the supportive working environment and good relationships. Though there have been significant staff changes at Key Stage 2 and a modification of the leadership model, the school is working very hard to maintain the distinctive Christian nature of the individual schools for the whole to become a good church school. A Key Stage 2 child commented 'I really like the idea of a primary church school with all of us together'. Values and beliefs based on Christian principles are in evidence throughout the school and are having a significant positive impact on both staff and pupils. Pupils throughout the school say that they feel safe and are generally happy to come to school. They say that there is always someone to turn to if they are feeling upset. A Key Stage 1 child commented 'our school is brilliant because God's in our school' whilst another one said 'this school is glorious and we share our toys'. Pupils are treated as individuals and are well supported by experienced and dedicated staff, enabling their varied needs to be met. Pupils are motivated by a range of rewards, some of which are celebrated in a sharing of good work assembly on Friday on both sites. The schools' Christian foundation is explicit in key documentation and underpins the aims and ethos. Parents say that they 'appreciate that the school has been on a difficult journey' but feel that 'it is definitely coming out the other side'. They say that the school 'should be very proud of where it is' and that the Key Stage 2 is 'a very different place' and all the 'hard bits are done'. Parents are supportive of the school as a whole and say that their children are well supported and they are kept well informed. Pupils are well prepared for the next stages of their school lives, supported by the Christian ethos and the positive impact it is having throughout the school.

The impact of collective worship on the school community is good

Collective worship is a routine and valued part of everyday life at the school, with pupils saying that is because it is a church school. Pupils generally enjoy the experience of worship throughout the school, saying that they welcome the variety of delivery and themes. There has been a move towards the dovetailing of worship at church with both Key Stages together. This has had a positive impact, especially at Key Stage 2, where pupils say that they love going to church more regularly. The two co-ordinators have worked hard together, alongside the headteacher and clergy, to build a cohesive strategy for worship in the new school. There is a clear plan for worship with coherent, Christian themes built in throughout school. This planning ensures that acts of worship are distinctively Christian, demonstrated through the singing of Christian songs and prayer, including the school prayer. Pupils throughout both Key Stages are encouraged to be reflective and prayerful in worship and are generally comfortable with the language of worship and of the Trinity. Pupils are regularly involved in various aspects of worship but they say that they would like to be more involved in the planning and delivery of worship on a regular basis. There is an appropriate focus on Christian stories and festivals, which are routinely celebrated in church. These occasions are shared between Key Stages as the church is too small to hold everyone. They are well attended by parents, as are weekly acts of worship. All staff lead and attend generally good acts of worship on a regular basis. The new plan for worship, its content and delivery, need to be formally and rigorously monitored and reviewed to inform future developments. The local vicar is a welcome visitor to school and regularly leads worship. She is providing a very good link between the school and parish church. This link has developed significantly since her joining the community a year ago. There needs to be consideration given to the terminology used as the words 'collective worship' and 'assembly' are currently interchangeable.

The effectiveness of the religious education is satisfactory.

Pupils are making progress in line with other foundation subjects and are attaining to the same level. The teaching observed during the inspection was consistently good with pupils being

engaged and interested in their learning. Pupils were, at times, active and encouraged to be independent learners. The school adopted the local agreed syllabus when it became a primary school in June 2014. This decision had led to the inception of a cohesive and coherent scheme within the school with continuity and progression built in. However, the school is acutely aware that this needs to be formally and rigorously monitored and evaluated to inform future developments. The two co-ordinators are working closely together to oversee the newly conceived scheme, how it is being used and the impact it is having on pupils. Pupils continue to make progress within the subject largely due to good teaching and committed staff. They say that they enjoy the subject and especially like the Bible stories and what they can learn from them. Assessment to inform development is at an early stage with the use of 'I can' statements although the quality of teaching is not formally checked. Assessments of pupils' knowledge and understanding takes place but it is not clear that this is being used for teachers to effectively plan for pupils with a range of abilities.

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

The headteacher and governing body have a clear vision for the continued development of the school and it's distinctively Christian character. The staff now fully endorse the developmental pathway the school is taking, the centrality of the Christian ethos and its positive impact on all involved. During this difficult time in the long history of the school the headteacher has been an inspirational and highly dedicated leader, taking the current staff into the new primary school. There has been disruption to the staffing of Key Stage 2 which has been well managed and is now in a strong position to move forward within the Christian foundation of the school. Positive steps have been taken to ensure that new staff share the vision for promoting the Christian ethos of the school. Pupils and staff have been supported and well led by the headteacher resulting in positive attitudes towards working together to make further improvements. There has been accurate identification of areas in need of development and plans are in place to begin to address these with the support of senior staff and governors. The decision to introduce the agreed syllabus has enabled the school to move forward with a broad and balanced R.E curriculum which will need close monitoring and evaluation of the impact on pupils and the Christian distinctiveness of the subject. Though informal monitoring takes place on a regular basis the formal monitoring and evaluation of the teaching of R.E. and the impact of collective worship are areas for development. There are positive relationships with parents who appreciate the quality of care given to their children saying 'the school is very approachable' and 'the door is always open'.

The Christian ethos has sustained the school through a very difficult time. The very strong leadership, supported by the local church, governors and the diocese, is very well placed to move the school forward within it's Christian foundation. These factors, alongside a staff who are committed to creating the best learning outcomes for pupils, will enable the school to continue its journey towards becoming an outstanding church school.