



National Society Statutory Inspection of Anglican and Methodist Schools Report

Scott Broadwood Church of England Voluntary Aided Infant School

The Green
Ockley
Surrey RH5 5TR

The Street
Capel
Dorking RH5 5JX

Previous SIAS grade: Good

Current SIAMS grade: Good

Diocese: Guildford

Local authority: Surrey

Dates of inspection: 12 February 2016

Date of last inspection: 16 November 2011

School's unique reference number: 125241

Headteacher: Susan Muat

Inspector's name and number: Andrew Rickett 201

School context

Scott Broadwood is smaller than the average size infant school with 62 pupils on roll and is situated on two sites. Both bases have a Reception class and a Key Stage 1 class. The number of pupils with learning difficulties and/or disabilities is above the national average as is the number entitled to receive the pupil premium. The majority of pupils are from a white British heritage. They come from diverse socio economic backgrounds. The number with English as an additional language is rising. Attendance is broadly in line with the national average. There have been considerable changes in staffing recently.

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

- The Christian ethos has created a harmonious school community in which all pupils and adults feel valued.
- High quality acts of worship make a significant impact on the pupils' spiritual, moral, social and cultural development.
- The headteacher, fully supported by staff and governors, has ensured that the school is continually developing the impact of its distinctive church school ethos.

Areas to improve

- Ensure that pupils have quality time to reflect at a deeper level on their personal spiritual development by giving them more opportunities to explore big questions.
- Raise standards in religious education (RE) by challenging pupils' understanding in greater depth of what they are learning.
- Develop the skills and abilities of leaders and managers to more effectively monitor and evaluate the impact of initiatives as they are implemented.

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

The Christian ethos of the school ensures that a common vision brings both sites together through a shared understanding of how Christian values contribute to the pupils' personal development and progress in their learning. This sense of unity has been enhanced through the recent identification of six core values in a process that involved all members of the school community. Pupils and adults throughout the school are developing their understanding of these core values and how they make a difference to their lives. As yet, this understanding is not fully developed but, where some of the values have been introduced, they are having an impact on the pupils' understanding of themselves and relationships with others. For example, they clearly appreciate that humility means not boasting or putting yourself before others. Parents say that their children talk about these values at home with a curiosity to discuss them further. Pupils have a good awareness that these core values have direct links to Bible stories and can retell stories told by Jesus that illustrate them. The school's leaders and managers have a clear grasp of how to continue to develop the impact of the core values, including presenting them in a visual way to further support the pupils' growing understanding of them. Links between the values and the pupils' learning is developing as teachers become more aware of how they can be integrated into lessons. Pupils achieve well in their learning. Data indicates that at the end of Key Stage One, standards are broadly in line with national expectations. Opportunities for pupils to reflect are good. They respond well when given time to think about difficult concepts related to faith and belief. At times these opportunities do not fully challenge pupils whose potential to think at a deeper level is not extended. The excellent opportunities provided through 'Out in the Open' for pupils to learn in the outdoors makes a significant contribution to their sense of wonder at the natural world and, for some children, an appreciation of the beauty of God's creation. Relationships throughout the whole school community are excellent. Adults treat pupils with kindness and consideration based on modelling the core values and pupils respond likewise and with a respect for each other.

The impact of collective worship on the school community is outstanding

Collective worship is outstanding because it makes a significant contribution to the pupils' understanding that the core values are explicitly Christian and that they have relevance to their own lives today. Pupils express their views on faith and belief openly and with confidence. At its best, pupils discuss their ideas with enthusiasm and considerable insight. For their age, they show an impressive level of maturity and understanding of difficult concepts relating to God's 'powers' to stop wars and whether He forgives those who fight. They use a considerable wealth of knowledge and understanding to draw on to help them in their thinking about faith and how it relates to their own lives and the world around them. Pupils understand that worship helps them to ask and explore questions about faith and do so with a positive attitude. Collective worship is well planned and, because it is now based on core values, has greater focus and purpose. The introduction of half termly themes based on core values means that pupils have time to explore them in greater depth. Acts of worship are explicitly Anglican in character with simple words of welcome and prayers to say please, thank you and sorry. Pupils understand that the use of a candle to begin acts of worship show that it is a special time in the school day. They know that they can talk to God or Jesus who they say 'are sort of the same thing but not really because they are different too'. They appreciate that the light from the candle somehow represents God or Jesus and that, when the flame is extinguished, it 'doesn't mean that they are gone'. Pupils have positive attitudes towards worship, are keen to participate and willingly volunteer to lead extemporary prayers. Pupils have been involved in providing feedback about collective worship and their views have led to improvements such as the way the worship table is now more accessible to them.

The effectiveness of religious education is good

Standards in RE are broadly in line with national expectations by the time pupils leave at the end of Year 2. They make good progress in their learning and have a secure knowledge of Christianity and some aspects of Judaic and Islamic religions. Pupils have good opportunities to

use this knowledge by applying the skills they have acquired to help them have an appreciation and awareness of what these religions mean to those who practise them. Although pupils reflect well on their learning, they are not always challenged in depth as to what they might learn personally from their studies. The quality of teaching is good overall with lessons delivered at a good pace with learning outcomes closely matched to the requirements of the RE syllabus. Again, sometimes pupils have the potential to go further in their learning with teachers needing to respond more fully to the pupils' needs. Attitudes towards RE are positive and pupils engage with interest and show an eagerness to work well. They produce good quality work which reflects the high profile given to the subject in the overall curriculum. The school is currently developing its assessment of RE so that it is in line with other subjects following changes to the national curriculum. As with most schools, this is at an early stage and teachers are growing in their confidence and ability to accurately assess pupil's achievement. The use of assessments to track pupils' progress is also at an early stage. The RE coordinator is the headteacher and she ensures that the subject has at least the recommended minimum curriculum time often supplemented through special days that enhance the pupils' appreciation of events such as Easter and Christmas. Pupils show a tolerance and appreciation of all faiths and are clear that, as a church school and following the teaching of Jesus, everyone, whether they have a faith or nor, should be loved and treated equally.

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

The commitment of the headteacher to nurture a whole school community that shares a vision for the wellbeing of all pupils underpinned by a Christian ethos has made a significant impact on the lives of the communities of both school sites. Both bases are an important part of their local community but together have grown in strength because they support each other and share ideas and good practice to the benefit of both. The development of the Christian ethos has made and continues to make a considerable impact on the lives of children and parents. The leadership and management work tirelessly to ensure that the school represents the whole community. For example, foundation governors are appointed from local churches across the two villages and special festivals are celebrated in a number of parish churches. The headteacher has an excellent understanding of how to continue to develop the school as a church school and this is shared by governors. Self-evaluation as a church school is accurate and areas for further improvement have been identified. A key strength of leadership is the willingness to listen and learn and this enables them to move forward with purpose and enthusiasm. The vicars from both local churches are an integral part of the life of the school and well known to children and their parents. They regularly lead acts of worship and one is a member of the governing body. Foundation governors have undertaken useful monitoring of RE lessons and collective worship which has given them a good understanding of the school's strengths and areas to improve. They possess the skills that enable them to monitor effectively and appreciate that these will not be sufficient as the school continues to develop at a rapid pace as a church school. Parents fully support the school's approach to its Christian ethos saying that the core values help their children to develop a 'moral compass' which 'lays the foundations for their future life'. They like it when their children come home and ask questions about ideas that they have heard in school particularly when they are related to matters of faith and belief. The school meets the statutory requirements for RE and collective worship.

SIAMS report February 2016 Scott Broadwood CE VA Infant School Ockley RH5 5TR