

National Society Statutory Inspection of Anglican Schools Report

Burton Green Church of England Voluntary Controlled Primary School

Hob Lane
Burton Green
Kenilworth
Warwickshire
CV8 1QB

Diocese: Coventry

Local authority: Warwickshire
Date of inspection: 30 September 2009
Date of last inspection: 1 November 2006
School's unique reference number: 125659
Headteacher: Mrs Cathy Clarke
Inspector's name and number: Mrs Helen Barnwell 349

School context

Burton Green is a smaller than average Church of England primary school situated in a village on the outskirts of Coventry and Kenilworth. The 102 pupils are mainly white British though there are a few pupils from ethnic minority groups whose parents work at the nearby university. There are 12% of pupils on the SEN register. Governors project-managed the installation of a new classroom unit for Reception and Year One during the summer holiday as the existing building posed major health and safety issues.

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

Led by the headteacher the whole life of this village school is firmly based on Christian principles and teaching. Relationships between pupils, staff and pupils and staff themselves are characterised by Christian care, concern and tolerance for each other. Pupils with problems and from other faiths and none are treated with respect and love within a caring, Christian environment. All pupils are encouraged to achieve the highest standards in work and behaviour so that they become well rounded people.

Established strengths

- A strong Christian environment where everyone is valued and respected.
- Pupils who are happy, articulate and confident and who welcome visitors.
- A strong and very supportive leadership team and governing body.

Focus for development

- To establish prayer/reflective areas in each classroom.
- To continue to develop the involvement of pupils in acts of worship.
- To continue to develop work with the church youth worker.

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

The aim of the school, 'To provide a caring Christian environment where every child is valued' is fundamental to the everyday life of the school. Pupils feel cared for and valued. Both they and their parents know that there is always someone to talk to. A parent commented '*the head's door is always open. We can talk to her about anything.*' Pupils of all abilities are enabled to achieve their full potential and academic standards are high. Those with special educational needs make good progress and receive help from outside agencies when necessary. Pupils on the gifted and talented register are challenged within the classroom and are encouraged to join in activities set up by the cluster of schools. Pupils are encouraged to take part in the many after school activities, which include sport, choir, cheerleading, eco-club and art club. Advent and Lent clubs have been led by the youth worker from the local church. Flute, clarinet and steel pans are taught at key stage two. Following Christian teaching through religious education lessons, worship and the school aims statement, pupils are very aware of helping each other and people in the wider world. When discussing other faiths pupils were able to link the fasting of Muslims at Eid with that of

Christians at Lent. One pupil commented, '*Christians fast in Lent because Jesus was fasting forty days in the desert*'. A pupil commented '*As peer mediators we listen to people and try to help them to sort out their differences*.' Another pupil explained how they look out for people who are alone and include them in their games. Pupils feel safe and secure. Summing up the thoughts of many a pupil said '*we can go to any grownups if we've got problems*'. Led by the school council pupils take part in a variety of fund raising activities for people less fortunate than themselves, for example Red Nose day, Papua New Guinea (UNICEF), Children in Need. This encourages the pupils to develop into responsible citizens. The school is constantly seeking to increase their links with the local community and realises the need to develop links with a more multi-racial school so that the school strengthens their work on community cohesion. Soundly based on the school ethos that every child is valued and every child is a child of God, the spiritual, moral and social development of the pupils within the Christian environment is good. Displays of religious topics can be seen around the school and the pupils were particularly proud of their letters to the Bishop of Coventry which were on display. Year One pupils had taped a 'thank you' song and drawn pictures to illustrate it so that everyone passing the display could press the button and listen.

The impact of collective worship on the school community is good.

Pupils' attitudes to collective worship are good so that worship underpins the whole life of the school. Pupils lead into the hall calmly and quietly to music so that they are ready to begin worship. Pupils and staff join in worship though one Plymouth Brethren pupil is withdrawn. They are very proud of their worship centre and were able to discuss the artefacts on it. They enjoy hearing readings from the Bible. These are read by the headteacher and by Year 6 pupils and then discussed. Prayers written by older pupils are read out by them in worship. The Lord's Prayer is also used and the meaning discussed at regular intervals. The time for reflection, which is signalled by the lighting of a candle, is appreciated by pupils. Some comments were '*it gives us time to think about the story*', '*we can pray our own prayers then*'. Pupils were also very keen to talk about the banners which hang behind the worship centre and to explain how they had helped sew them. On one banner all the pupils have a circle with their initials on sewn around the huge cross so that they can see that they all belong to a church school. Themes begun in whole school worship at the beginning of the week are continued in phase and class worship so that all pupils have chance to discuss and understand the topic at their own level. Many pupils will talk to the head about their thoughts and ideas linked to the theme during the week so that worship permeates the whole life of the school community. Regular acts of worship are taken by the youth worker from the Coventry church thus reinforcing the Anglican tradition.

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

The Christian leadership of the headteacher permeates the whole of the school life. She is ably supported by the staff and the two foundation governors, one of whom is the chair of governors. The strongly supportive foundation governors monitor and evaluate worship and feedback to the full governing body. The governors commented '*We always feel welcome. Everyone has time for you*.' Governors and staff are involved in the annual discussion on the aims statement so that it is always relevant to the life of the school. The head as religious education and Worship co-ordinator has set up a prayer corner in the entrance hall. This is important to the pupils as they were all keen to talk about it. One Key Stage Two pupil said, '*these are prayers we can say and the book has got lots more prayers in it*'. Surprisingly there is no church building in the village though the nearest church in Coventry holds a monthly outreach service in the village hall. Pupils take part in planning and leading the harvest festival service at the village hall but due to distance, have little opportunity to take part in services in either church. Clergy from both churches visit the school occasionally and are there should the staff or families need pastoral support. The headteacher and the foundation governors ensure that the Anglican tradition is followed in worship themes asking advice from the local clergy when necessary. Within the small school staff take on a variety of leadership roles and two senior staff have attended the diocesan 'Leadership in Church schools' course so that they are becoming aware of opportunities to further their professional development. Governors attend courses so that they are able to fulfil their role efficiently. Parents value the Christian ethos of the school which is always oversubscribed. A parent commented that '*the balance of Church and education is perfect*'.