



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Bilton Church of England Voluntary Controlled Junior School

Plantagenet Drive

Rugby
CV22 6LB

Previous SIAMS grade: Good

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 23rd January 2015

Date of last inspection: January 2010

School's unique reference number: 125682

Headteacher: Andrew Edwards

Inspector's name and number: Rosemary Privett 321

School context

Bilton Junior is a larger than average three-form entry junior school in the town of Rugby. Most pupils are White British. The proportion of pupils from ethnic backgrounds and those speaking English as an additional language, are below average. The proportion of pupils supported by the pupil premium is below average. There have been changes to several senior leadership positions since the last inspection. A new headteacher, deputy headteacher and chair of governors took up their positions in 2012.

The distinctiveness and effectiveness of Bilton Junior as a Church of England school are good

- Bilton Church of England Junior School is a vibrant and inclusive community with Christian values at its heart.
- The leadership of the headteacher and deputy headteacher results in an unwavering focus on allowing children to become the person God wants them to be.
- The high quality strategies to support vulnerable pupils and their families, which are driven by Christian love and compassion.

Areas to improve

- Develop an explicit cycle of regular evaluation of the impact of Christian distinctiveness so it can be used to support the school's continuing effectiveness.
- Develop ways in which pupils can engage in high quality experiences across the whole curriculum in order to develop a personal spirituality.

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

The school's core Christian values are made explicit and deeply embedded. Consequently, pupils learn in a safe and secure environment where they are taught to reflect on their own attitudes and conduct and understand what it is to forgive and be forgiven. This creates an extremely positive climate for learning. The values, reflecting the Christian character of the school, are very important to pupils. Class reflection areas and posters are a constant reminder of what is important to the school. The school's rewards system is also closely linked to the values. The certificates and awards given when pupils display one of the values, are greatly prized. As a result, the behaviour of learners is of the highest standard. Relationships between all members of the community are excellent. The values also underpin the nurture groups and the work of the home/family worker who provides a high level of support to pupils and their families. Her strong sense of vocation, along with the 'weekly timekeepers' award', has made a significant contribution to the improving trend in attendance. The progress seen in both the academic achievement and behaviour of vulnerable pupils is a testimony to the high quality of teaching, pastoral care and Christ-like compassion and care given to all. Attainment at the end of Key Stage 2 is better than in schools nationally. The house system encourages a strong sense of belonging, helping all pupils to feel part of a 'small family in a big school.' Pupils are keen to explain how the school motto 'inspire, challenge, achieve' helps them to be 'the best they can be.' They accept roles of responsibility such as learning ambassadors, house captains, buddies, play leaders and Junior Leadership Team. They are proud of the contribution they make to the school. Pupils also develop a strong social awareness, which drives significant fund-raising activities. Their spiritual development is now supported through reflection, areas in classrooms and Forest Schools, showing how the school has moved on since the last inspection. Through cross curricular links between subjects like history, drama, religious education [RE] and initiatives such as an Equality Day pupils are able to explore other cultures and understand how people can be 'the same but different'. Well-planned RE lessons also support pupils' spiritual development. Through the use of a wide range of interactive approaches, children enjoy RE and develop a range of skills. Pupils' social and moral development is well supported through their roles as Junior Leadership Team members and mentors as well as initiatives such as the debating group. This group for Year 6 pupils, meet with students from the nearby Church of England secondary academy. Through discussion, they reflect on religious and moral questions such as, 'Do animals have souls?' Experiences that help pupils to reflect in this way across the whole curriculum are not yet fully embedded.

The impact of collective worship on the school community is good

Worship holds a place of importance in the life of the school and is well led by the headteacher and deputy headteacher. Pupils enjoy it because themes are relevant and help them to make meaning. In this way it supports their spiritual development. Spirituality is effectively developed through singing, reading, drama, prayer and having moments provided for reflection. Pupils particularly enjoy the weekly 'singing worship' where they learn new hymns and songs and, 'come close to God by singing'. Worship is well planned by the deputy headteacher. There is an emphasis on the major festivals of the church year, stories from the Bible and the teachings of Jesus. Themes are now closely linked to the core Christian values. This enables pupils to make links between the values and their biblical roots. Reference to God as Father, Son and Holy Spirit is made on occasions but children find it difficult to explain its significance. Major Christian festivals are celebrated in the church and these are well attended by parents. Parents commented on their importance in the life of the school. Through worship, pupils are developing an understanding of the meaning and purpose of prayer. A Year 6 pupil said, 'quiet prayer time with God helps people get through the day when it's hard for them.' They also value the school prayer box and use it to offer personal prayers. These are then shared in the weekly prayer group for adults in the school community. In this way members are able to give one another prayerful support. The vicar supports the worshipping life of the

school and is a welcome visitor. Many other local organisations and church groups also support worship each week. Through their visits, pupils experience a wide range of worship styles ensuring that school worship is both distinctive and inclusive. Sometimes, pupils lead special acts of worship in the church and assist in acts of worship in school. The school has already identified the need to extend pupil involvement through the appointment of 12 Bilton Junior School [BJS] 'disciples'. These pupils will liaise with the worship coordinator and Junior Leadership Team to plan and lead worship regularly. The impact of worship is regularly monitored and evaluated by the joint coordinators and link governor. Since the last inspection a worship reflection book has been introduced. Through this, pupils from each class can share their thoughts and feelings on acts of worship with staff.

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

The inspirational leadership of the headteacher and deputy headteacher, ensure that this school promotes a vision rooted in distinctively Christian values. On taking up their posts in 2012, they led a review of the school's vision and values including all members of the school community. This resulted in a mission statement, motto and core Christian value, which are owned by all. In response to an area of development from the last inspection, the re-branding was carefully considered so that all aspects of school life and its organisation are inspired by the theme of God's creation. They share the view that every child is 'a child of God', so the interests of all children are at the heart of everything they do. This is particularly evident in the intention shown by leaders when planning the learning environment with its high quality play and nurture spaces. The recently opened 'Burrow' provides a 'home-from-home' environment where pupils can learn in a safe and relaxed setting. All staff are positive role models. This leads to an atmosphere in school of a family unit where everyone is valued, and the wellbeing of the whole school community is nurtured. Through roles as Learning Ambassadors and Junior Leadership team members, pupils model the school's values and develop their own leadership skills. The staff team, including their professional development needs, are supported well by an able and committed team of governors. Senior leaders know their school well. The headteacher and senior management team have effective strategies in place to check on the school's overall effectiveness. Through their nurturing ethos, senior leaders ensure that this is an effective school, which promotes pupils' spiritual development and academic achievement. This has led to improvements in the attainment and progress of pupils since the last inspection. RE and collective worship are both very well led by the coordinator and meet statutory requirements. Her strong sense of vocation and careful action planning ensure that these areas continue to develop. The governing body has strategies in place to monitor the development of the school as a church school through the role of the link governor. Opportunities for the whole of the governing body to evaluate the school as a church school are less robust and lack strategic direction. There are close and mutually supportive links between the school, the church and the wider community. Pupils visit St Mark's Church regularly for services to celebrate major festivals such as Easter and Christmas, and the vicar also supports Messy Church sessions in the school. Parents are impressed with the way in which these links are making church accessible to all, whilst at the same time developing an understanding of Christian worship and practice.

SIAMS report January 2015, Bilton CE VC Junior School, Rugby, CV22 6LB