

National Society Statutory Inspection of Anglican Schools Report

Dunchurch Boughton Church of England Voluntary Aided Junior School

Dew Close
Dunchurch
Rugby
CV22 6NE

Diocese: Coventry

Local authority:	Warwickshire
Dates of inspection:	12 th June 2007
Date of last inspection:	June 2002
School's unique reference number:	125703
Headteacher:	Andy Wardle
Inspector's name and number:	Lyn Field NS151

School context

This voluntary aided school is of average size and oversubscribed. It serves Dunchurch and surrounding villages as well as taking around 40% of its pupils from Rugby, which is outside the catchment area. The majority of pupils are White British and the proportion with learning difficulties and disabilities is about average. They come from a wide range of backgrounds and overall, their attainment on entry is broadly in line with national expectations.

The distinctiveness and effectiveness of Dunchurch Boughton Junior School as a Church of England school are good

Christian values permeate every aspect of this school like writing through a stick of rock. There is complete consistency between the decisions made by the headteacher and governors and the teaching and learning that happens in the classrooms. Together, they create in their children a real desire and understanding of how to be compassionate and responsible members of any community in which they may find themselves.

Established strengths

- The headteacher leads a united vision for the Christian ethos of the school
- Clear teaching about Christian values has a lasting impact on the personal conduct of pupils
- Children learn from the role models of all adults in the school

Focus for development

- To develop a more creative curriculum for Religious Education by implementing the ideas already identified
- To explore a way of monitoring the strength of spiritual and moral learning in the school

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

The school has identified six Christian values that set clear expectations for what is expected of children in the way they behave in their learning and towards each other. These are well known to both parents and pupils because they are a constant reference point in the daily life of the school. Behaviour is excellent because there is a clear structure for rewards and sanctions but children explain that this is about more than right and wrong actions. They say that someone has to forgive before a situation is resolved. Parents are confident about how their children are nurtured because respect is shown for the pupils. Teachers take a lead in modelling Christian values but are well supported by other staff. Children learn skills in anti-

bullying and peer mediation even though these are not significant issues in the school. They are fully committed to this because they feel it will sustain them in their future lives and this demonstrates that the excellent care the school provides has a long term dimension. Pupils are developing leadership roles so that they learn to recognise opportunities where they can support others. For example, they are involved in deciding which charities the school should support and can explain how they are working to reduce injustice and inequality for some children. The school emphasizes self-esteem and a knowledge of right and wrong as the features of spiritual and moral teaching but children's development is clearly far broader than this. There is currently no monitoring of this area of the curriculum and so this particular strength is not recognised.

The impact of collective worship on the school community is good

The headteacher has brought a sharper Christian focus to collective worship. It strongly promotes the school's Christian values and pupils have a clear understanding of its purpose in acknowledging a relationship with God. The excellent relationships and behaviour in the school allows leaders to use lively forms of delivery and a real sense of humour to communicate the key message. The vicar carried out a survey in which she talked with pupils to evaluate the impact of worship. This has proved a highly effective form of monitoring because it has raised the issue of the potential of pupils to take a far more active role in worship. The school acknowledges that it is only just beginning to build on the positive attitudes to worship to develop more creative forms of worship. The 'Star of the Week' and Green awards are presented during an act of worship which is appropriate as it recognises individuals who demonstrate the key Christian values of the school. Parents attend this and feel it affirms for them the uniqueness and value of each child.

The effectiveness of the religious education is good

The co-ordinator's ongoing evaluation has correctly identified the areas to improve in order to raise standards. In liaison with the Diocesan adviser, she has revised the syllabus to achieve a focus on Christianity that better reflects the school's voluntary aided status and the needs of this particular community. It makes effective links with other subjects that enrich children's learning and their spiritual growth. For example, World War II is taught alongside Judaism and in the context of a visit to Coventry Cathedral. The scheme of work suggests ways in which pupils can work in a variety of media to explore fundamental questions of faith and life. The co-ordinator clearly understands what needs to be the next stage in the development of pupils' learning and has perceptively identified higher order questioning and philosophical thinking as an area for focus. Assessment is at too early a stage to provide data on pupils' rate of progress but older pupils already evaluate their own learning and can explain how well they are doing and what they need to do to improve. Standards of attainment are in line with national expectations. Teaching effectively relates religious understanding to children's own experiences and what they already know. Expectations of pupils when they enter the school, however, are often too high. The knowledge of many children is not as secure as in the core subjects and teachers have to adapt their planning accordingly. As a result, teaching is good overall and often highly imaginative. A lesson shared with a church youth worker led children through a series of challenging activities to a clear understanding of what Christians believe about death. The enthusiasm and respect shown by staff enables pupils to be confident and comfortable in expressing a range of views about faith.

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

The headteacher's personal vision for a school where people matter and experience Christianity in action is fully shared by governors. The Christian emphasis on the care of pupils ensures that particular attention is given to meeting the needs of those with difficulties and disabilities. Reports of the school's work are viewed against its Christian foundation and this informs budget planning and decisions about which initiatives to adopt. Many changes have yet to be monitored to evaluate their full impact but informally, the school has a clear idea of the next steps in its development. It has the capacity to implement these with imagination and confidence. All groups in the community value the presence of the vicar and the services held in church. They are valued as much for those with no faith background as

for those from Christian families so that choices children make in adult life are informed choices. RE has a high profile; the co-ordinator makes effective use of support and training and the addition of the youth worker to the RE teaching has a significant impact on the attitudes of pupils.

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