



Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2006

Diocese of Leicester

Leicestershire Local Authority

**Bottesford Church of England
(voluntary controlled) Primary School**

Silverwood Road
Bottesford
Nottingham
NG13 0BS

Inspection Date: 10 March 2010

Section 48 Inspector: Carole Jefferson (No: 669)

National Society Statutory Inspection of Anglican Schools Report

School name and address:	Bottesford Church of England Primary School Silverwood Road Bottesford Nottingham NG13 0BS
Diocese:	Leicester
Local authority:	Leicestershire
Dates of inspection:	10 March 2010
Date of last inspection:	8 th and 9 th January 2007
School's unique reference no:	120118
Headteacher:	Mrs Louise McGrory
Inspector's name (and no):	Carole Jefferson (No: 669)
School context	
<p>This average sized school serves the village of Bottesford and the surrounding area. The children are mostly from a white British background and English is spoken as a first language by the majority. The proportion of children eligible for free school meals is below average as is the proportion of children with disabilities.</p>	
The distinctiveness and effectiveness of Bottesford CE Primary School as a Church of England school are outstanding.	
<p>Bottesford Primary school successfully provides a broad and balanced curriculum firmly rooted in Christian values. Excellent relationships mean that all stakeholders contribute positively to the life of the school and feel secure and valued. Spiritual and practical support is offered to the school by St Mary's Church, the local Baptist Church and Methodist Chapel. Governors are conscientious, well led and very effective in their role.</p>	
Established strengths	
<ul style="list-style-type: none">• The outstanding spiritual, moral, social and cultural development of pupils• A themed curriculum based on Christian values linking areas of learning with well planned collective worship• Strong links with all sections of the community, including schools with a different demographic makeup, where everyone's involvement is welcomed, and valued, so that all can learn together, whatever their faith or life view• A knowledgeable governing body which, with the head teacher, provides strong leadership	
Focus for development	
<ul style="list-style-type: none">• Embed the recently introduced 'values' curriculum• Develop and embed links with other cultures, countries and faith groups	
The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners	
<p>All stakeholders can describe how the distinctive Christian character impacts on the ethos of the school. Parents say that this is a highly moral and inclusive school, where behaviour is very good, the children are encouraged to show their initiative and school staff are very welcoming and supportive. The head teacher's presence in the playground at the end of the day means that any concerns can be dealt with quickly. As well as through the informative and user friendly school website and other documentation Christian values are promoted through displays, collective worship opportunities and enrichment activities of all kinds, such as theme days and educational visits. Disagreements between children are dealt with in a structured way, a starting point being that they are actively encouraged to try to resolve their differences themselves. A different Christian value is highlighted each half term and on the day of inspection, the 'value' was 'forgiveness'; two children came to tell the head teacher that they had sorted out a problem and had now forgiven one another. The school has an 'Eco' award and children are insistent about</p>	

litter, turning off lights and taps. They have a growing global awareness, the school council promoting 'Fair Trade' foods in their healthy tuck shop. Showing a well developed spirit of generosity children used their own initiative to organise a fund raiser for the people of Haiti 'we share; we don't keep the best for ourselves'. Displays around the school show an understanding of the worldwide community, including links with France, India, Belarus and Mozambique. The recent visit to an Islamic school in Leicester and their return visit were powerful in explaining to both groups, knowledge of the other. A parent remarked 'It's important, ignorance breeds suspicion'. The attractive grounds give opportunities for games, an adventure trail, a maze and a 'buddy stop' so that all children can participate in a variety of activities. Cultural and religious diversity are taught throughout the school, using a well planned RE curriculum, which links Personal Social Health Education with agreed school values and other subject areas such as Geography and History. Children in Year 4 derived great inspiration from a visit to the Beth Shalom centre where difficult issues of justice, forgiveness and courage were explored. Children in year 6 took as a focus the Hindu concept of 'ahimsa', which means not to do anything that would hurt anyone in thought, word or deed. They discussed how they could respond to this concept with life choices such as vegetarianism and collectively agreed class rules. A child in year 1 offered that he could make his friend happy by 'being respectful and playing nicely'. Parents and children value the wide range of enrichment and extra curricular activities offered, particularly music and sports being taught by specialist teachers where children become very skilled and enthusiastic. Structures in place ensure that everyone is recognised and valued, for example, thank you notes in the staff room. Children enjoy coming to school 'its fun!'

The impact of collective worship on the school community is outstanding

Collective worship opportunities are seen as vital opportunities for "Us all to reflect, be inspired and grow together whatever our background or age." On the day of inspection, the whole school gathered for Collective worship. Children and adults entered the hall respectfully, while inspirational music was playing. There was a lighted candle and a carved wooden cross (a gift from El Salvador) placed at the front of the hall, draped with a purple Lenten ribbon to signify that this was a time for worship. Collective worship is planned thoroughly in line with the values curriculum and is delivered in a variety of ways: drama, music, stories and song, led by pupils, school staff and clergy. School evaluations conducted by the head teacher in conversation with the children show that children enjoy collective worship and their evaluations inform further planning. Children learn a variety of Christian songs and prayers as well as making up their own for use in school or in church. Children said that during collective worship 'I think about God and the wonderful things he's given to us', 'I think about my granddad who is ill' and that 'Christianity is important but also other religions, everyone is different but equally important to God'. Services in church at the end of every term and weekly celebration assemblies involve the whole school community and emphasise to all that worship is an integral part of school life. Learners can articulate the importance of worship and assemblies to them, what they enjoy, how much they feel involved and what leadership opportunities have been given to them.

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

The head teacher and governors have instituted a Christian values curriculum, developed in consultation with learners, parents and all staff, which has been widely publicised through displays, the website and school documentation. The values are emphasized in RE lessons, collective worship and in daily life. Public recognition of appropriate behaviour is given by lots of praise, thanks, stickers and the golden book. Thanks and acknowledgments are modelled by all staff and are also offered by learners to staff and other children. Parents and learners know about the values being taught, are supportive and participate in regular reviews. Shared leadership ensures that all staff have a role, they are supported in it and they develop as leaders within the school. This is true also of the governing body where well led governors evaluated the school and produced a foundation governors' action plan. A parent governor remarked 'This was a really good training opportunity for us'. Governors regularly monitor and evaluate collective worship and attend staff meetings especially when the next phase of the values curriculum is being discussed, action plans developed and when training is being offered. A foundation governor leads the collective worship club. The school and local churches offer one another practical and prayerful support.