

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Brown's Church of England Primary School</b>			
<b>Address</b>	Sandygate Lane, Horbling Sleaford NG34 0PL		
<b>Date of inspection</b>	2 July 2019	<b>Status of school</b>	VA primary Lincoln Anglican Academy Trust
<b>Diocese</b>	Lincoln	<b>URN</b>	143258
<b>Overall judgement</b>		<b>Grade</b>	<b>Excellent</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?			
<b>Additional Judgements</b>			
<b>The impact of collective worship</b>		<b>Grade</b>	<b>Good</b>
<b>The effectiveness of religious education (RE)</b>		<b>Grade</b>	<b>Excellent</b>

### School context

Brown's is a primary school with 80 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school became part of the Lincoln Anglican Academy Trust in 2016 with the current headteacher appointed in April 2018. Ofsted judged the school to be Good in April 2019.

### The school's Christian vision

'Caring. Learning. Enjoying. Achieving. All within the love of God'

As a caring, inclusive school, we use our positive and consistent expectations to enable all members of our school community to learn and flourish. We want enjoyment of what we do together to support our work towards achieving excellence in all that we do. We recognise the value of each person in our community enabling all to become effective agents of change in the world.

### Key findings

- The strong and passionate leadership of the Head and the Local Council (formerly the Governing Body) has ensured the school's Christian vision is lived out through the curriculum and the impact on pupils is clear even though some inconsistencies still exist.
- Staff are relentless in their commitment to meet pupils' academic and spiritual needs in order that they experience life in its fullness. Pupils benefit from this being a safe and happy place in which to develop a love of learning in a spirit of caring, forgiveness and respect, 'all within God's love'.
- Parents and the wider community recognise the school as an exemplary centre of compassionate care. Diversity is welcomed and celebrated.
- Collective worship is central to the school's Christian identity, enriching prayer and spirituality but there are too few opportunities for pupils to plan, lead and evaluate their own Christian worship.
- Religious education provides pupils with excellent opportunities to think at a deeper level and ask searching questions. Effective assessment strategies have been developed and underpin pupils' excellent progress in RE.

### Areas for development

- Deepen all pupils' spiritual development across the age groups, planning, leading and evaluating collective worship.
- Enable pupils to continue to champion global issues such as injustice and inequality by embedding their courageous advocacy in the new topics emerging in the curriculum.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

The leadership of Brown's is immensely proud of its Christian school. United by its vision leaders thrive to enrich the lives of everyone, enabling them to flourish within an aspirational and loving community. Shared Christian love permeates school life. The governing council effectively challenges the school, both on an operational and on a strategic level, ensuring monitoring carried out by the Trust is robust. Due to this multi-layered approach to monitoring, all pupils make good progress. A strong partnership between the Trust and school leaders impacts greatly on the distinctiveness of the school as a church school. The recent review of Christian values has underpinned the deeply embedded vision statement, 'All within the love of God'. This is embraced by the whole school community who celebrate the school's Christian foundation. One parent commented that pupils are 'kind and non-judgemental, challenged to be the best that they can be'. The exemplary behaviour of the pupils is attributed by the school community to the inclusive and distinctive Christian vision.

Leaders make sure that all policies promote inclusion and respect. This is evident through the curriculum support for the most vulnerable pupils. Everyone is respected and given the opportunity to flourish in all they do. Individuality and diversity is celebrated and pupils feel nurtured to grow as unique individuals, loved by all. One child said, 'We all have friends, everyone can help care for you and recognise you might be different but it doesn't matter.' Parents welcome the 'openness and visibility' of staff who make themselves available to families. Underpinned by the school's vision, policies for behaviour, relationships and sex education and PSHE all translate into a very positive approach to the physical and mental health of each individual. Parents recognise the school as courageous advocates for their children. Leaders of the school are acutely aware of the demands that they place upon staff and have in place measures to protect the wellbeing of the adults as well as the pupils. The staff live the vision, showing lives rooted in love. Random acts of kindness are shown, for example, a bunch of flowers or a small gift given anonymously when it will help lift someone's spirit.

Staff development is given a high priority. Their skills and knowledge are nurtured through targeted professional development via the diocese and the academy trust. A culture of trust is extremely supportive of staff in growing their leadership skills. There is a real desire from within the school to be connected with the church. Due to this the church is able to use the school hall on a weekly basis for services and events which would not take place without this partnership.

Employing their Christian vision, leaders have made bold decisions concerning pupil groupings in mixed-age classes. Leaders have taken the time to talk with each parent about this placement to ensure that every pupil's needs are met both socially and academically. Pupils make good progress and disadvantaged pupils and those with special educational needs make remarkably good, often rapid progress. This same vision is supporting new curriculum design linking core subject areas to work in RE where pupils are encouraged to develop their curiosity and ask 'Big Questions'. Pupils are able to explain how the school's values give them confidence to question, explore and challenge themselves in their everyday learning. Outdoor education is specifically chosen as it celebrates God's wonderful world and the Forest School offers pupils awe and wonder. The care and concern shown for the school chickens and 'Forrest', the school's new therapy dog, supports their compassion for all living things, thereby God's love in action. Pupils are proactive in their local community, for example, by arranging litter picking teams. This is because 'The Archbishop of York Youth Trust Young Leader Award' has developed their independent leadership skills.

Pupils are exceedingly compassionate, regularly showing God's love in action across the community and beyond. They are quick to be charitable in response to a need. Individual pupils have instigated social action, such as one child raising money for a donkey sanctuary. Pupils recently felt moved to donate money they raised for school resources to children of nearby Wainfleet who had been affected by floods. Pupils wished to share their Christmas meal with local residents and invited them into school, serving food and engaging in conversation. Pupils raised concern that there were those who could not attend and so took meals to their homes. They extend this concern to their global neighbours and hold community breakfasts to raise money for a children's breakfast club in Argentina. They talk passionately about the need to bring about change for those less fortunate than themselves. As a result pupils are able to demonstrate compassion and empathy in their everyday life.

Collective worship leads adults and pupils to develop their spirituality. The local incumbent commented that the staff and pupils are 'joyful in what they do and always very engaged'. Pupils' singing is inspirational, showing they understand and respect the words they sing. Worship is carefully planned and is rooted in the Bible and embraces Christian values. It invites pupils and adults to worship in a range of contexts, celebrating Christian festivals throughout the Church's calendar. Pupils look forward to their daily act of worship and it is pivotal in maintaining excellent bonds between the school and the parish. Local clergy and school staff lead worship that pupils enjoy and which gives them experience of the breadth of Christian tradition. At each worship a child is chosen to light 3 candles representing the Trinity, older children having a mature understanding of what is being said. Hymns, prayers and Bible stories are made accessible to all age groups and older pupils confidently talk about worships concerned with the incarnation, salvation and resurrection. Pupils on the collective worship council talk about their roles in choosing hymns and working the PowerPoint, however they are not routinely involved in planning, leading or evaluating worship. Pupils respond to opportunities to pray and are confident to write their own prayers.

RE significantly impacts on the moral and spiritual development of pupils. Lessons planned using the Lincolnshire Agreed Syllabus are engaging and stimulating, enabling pupils to flourish both academically and personally and enhanced through trips, such as to the Cathedral and Mosque. Teachers are resourceful in using RE to deepen pupils' knowledge of Christianity as a diverse faith. Older pupils are confident when debating, 'Is religion important?' and skilfully challenged other's beliefs in a non-threatening way. High quality coaching and training for all staff is led by an inspirational and passionate subject leader.



**The effectiveness of RE is Excellent**

Pupils make excellent progress in RE against expected standards and show immense pride in their learning and understanding. Through regular monitoring of lessons and work in pupils' books, school leaders ensure that assessments are accurate. Vulnerable pupils are equally engaged and make rapid progress.

Since the last denominational inspection, staff have led innovative work with neighbouring schools to map out age-appropriate assessment opportunities in RE.

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