

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brailsford Church of England Primary

Address Luke Lane, Brailsford, Ashbourne, Derbyshire DE6 3BY

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

Overall grade **Good**

The impact of collective worship **Good**

School's vision

Our vision is for, 'Happy, successful children', embracing life in all its fullness. We will foster this through a strong Christian ethos which nurtures spirituality, understanding and which binds us to the rich tapestry of the wider world. This ethos is embodied in the words and actions of stakeholders, every day.

Key findings

- The vision of the school is understood as being distinctively Christian by staff, pupils and governors. However, the values are not always interpreted as distinctively Christian by pupils.
- Leaders of the school ensure that all staff have regular training in what Christian distinctiveness means. Their care for the pupils is a constant feature of all their work.
- Leaders and staff are exemplars of what service requires to pupils, parents, and families. They regard each pupil as precious in the sight of God.
- Pupils enjoy collective worship, which is well-planned and enthusiastically conducted by staff, pupils, and the local vicar. Pupils readily explain how worship has changed their attitudes and actions for the better.
- Pupils understand how to get along with each other so that bullying incidents are rare. They apply the school values to everyday life, but do not always see these how these relate to the life and teaching of Jesus.

Areas for development

- Ensure that the pupils fully understand the school's key values, enabling them to live 'life in all its fullness'. Ensure they can relate both the key values to the teachings of Jesus, or Bible passages.
- Develop the role of governors in the systematic evaluation of collective worship, its impact and development, so that it clearly expresses the school's Christian vision.

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 school's distinctive Christian vision was recently re-written and enhanced to include 'life in all its fulness' (John 10:10). Staff and pupils work harmoniously to deliver its ambition, although pupils do not always appreciate the significance of its biblical basis.

Staff emphasise the school values, of which there are some twenty displayed in the hall. However, pupils do not always see the values as being distinctively Christian or link them with the teachings of Jesus. Relationships at all levels are a strength of the school, with pupils showing kindness and forgiveness to one another. The headteacher and her senior staff drive the school forward towards its vision, so that new staff feel swept along by their infectious enthusiasm. All staff have regular professional development in what Christian distinctiveness means, so that their words and actions are governed by a desire to ensure pupils are happy and successful. Thus, the school has emerged strongly from the pandemic. Attendance and punctuality are again very good. Pupils and staff relate examples of how care for one another was demonstrated tangibly through regular one-to-one contact pupil-to-teacher online. The recently updated vision, and associated values, are not always understood by parents and the community as promoting a distinctively Christian perspective. Governors and leaders recognise that this understanding must be shared.

The school has a broad, balanced and ambitious curriculum, so that pupils aspire to do their best with their God-given talents. The schemes of work are scrutinised to ensure they promote the school's vision. As a result, each pupil is nurtured, so that their knowledge, skills and spiritual development grow effectively. Pupils flourish, including those who have joined from other schools, or pupils who face continual challenges day-by-day with their learning. Staff have included Christian values of courage and compassion in approaching the needs of each pupil. This helps them to effectively work towards the vision of 'happy, successful' pupils. Teaching assistants noticeably support this vision, so that pupils with special educational needs and/or disability (SEND) flourish alongside all their peers.

Religious education (RE) plays a significant role in spiritual development and pupils have acquired a good understanding of the teachings of Jesus. They realise that different Bible stories are interpreted in different ways, enthusiastically discussing aspects of the creation story and Noah's ark. Pupils enjoy discerning the meaning of parables, while giving examples of how the teaching of Jesus relates to everyday life today. For example, pupils can recall the story of the Good Samaritan and relate it to the issue of bullying. They regard the rare incidences of bullying in school as wrong in the light of 'peace'; the value of the month at the time of the inspection. Pupils quote values from the collective worship display as important to ensure they flourish. However, there are too many values for them to memorise. Hence, they cannot always link the school values to the teachings of Jesus or to a Bible passage.

Respect is one of the values associated with the school's vision, and all in school are welcomed and treated with dignity and appreciation. In RE pupils learn that Muslims and Hindus, Jews and Sikhs, have beliefs which both overlap and contrast with the faith of Christians. Pupils accept the idea of difference and celebrate it, enjoying the festival of Diwali and the chance to visit a Hindu temple in Derby. Indeed, they love to see classmates and other members of the school awarded values certificates in collective worship. They all try their hardest to be in line for the monthly presentation of the values cup. This recognises the pupil contributing most to action around the monthly value.

The school's Christian vision enables pupils to take significant leadership roles, so that they feel they share in the leading of the school. There is a school council and an eco-council, so that pupils learn both the ethos and practice of democracy. They enthusiastically support ecological and environmental changes which might reverse climate catastrophe, but they do not understand the relationship between the call for action and Biblical teaching. They can with encouragement see their responsibility as stewards and protectors of God's world. Pupils actively improve recycling and minimizing waste on site. The result is a school where paper is used and re-used sparingly and packaging and waste in the food hall reduced noticeably. Pupils pride themselves on the steps they have taken to address green issues, especially with recycling of crisp packets and reducing single-use plastic. School council members are also very aware as to how the recent international climate change conference would place burdens on poor countries. They had active engagement with the Kolkata charity, providing funds and clothes for children living in slums. Brailsford pupils have a deep understanding of poverty and are particularly following the plight of children in Afghanistan, 'who are also loved by God'. Newsround videos played in collective worship contribute to an effective awareness of global issues.

The collective worship coordinator leads a well-organised programme of worship which ensures a diversity of worship styles and traditions. Worship is inclusive and inspires pupils and adults. Singing Christian songs is a strength of school worship, with many pupils recalling worship themes through the songs. A worship group organises collective worship fortnightly, ensuring that services run smoothly. Pupils also contribute to whole school worship each week, so that the theme for worship can be celebrated in an age-appropriate way. Collective worship follows well-prepared material, so that all staff are effectively resourced for leading worship. They do so most ably, although evaluation of collective worship does not include governors in a systematic way. The long-standing vicar regularly leads worship. Therefore, the life of the parish church is strongly linked with the school and church services are held in the school building, open to the whole community. Staff appreciate the vicar's role in keeping the school grounded in its community and pupils look forward to the opportunity to worship in church. Pupils lead the worship in the parish church, so that parents are proud to attend services in church.

Parents are fulsome in their praise of the commitment of the headteacher and staff, and this view is verified by the inspection.

Contextual information about the school

Date of inspection	19 November 2021	URN	112804
Date of previous inspection	22 January 2015		
School status	Voluntary Controlled Primary	NOR	101
Name of Federation	Dales Federation		
Diocese	Derby		
Executive headteacher	Nicola Foulds		
Pupil profile	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.		
Additional significant information (if needed)			
Inspector's name	David Shannon	No.	617