

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brown Clee Church of England Voluntary Controlled Primary School

Address Station Road, Ditton Priors, Bridgnorth, Shropshire, WV16 6SS

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

'Love the Lord your God with all your heart, with all your soul, and with all your mind'.

(Matthew 22 verses 37-38).

Our vision is a learning community that nurtures and empowers pupils and adults to be the best that they can be. It encourages our school community to aspire, believe, persevere and succeed.

Key findings

- The vision is promoted through strong innovative and collaborative leadership ensuring that the whole school community flourishes. However, the relevance of the vision to school values is not always apparent to pupils.
- Collective worship is well planned and organised and supportively linked with the vision. There is clear impact on the spiritual and moral development of pupils, but they have limited opportunities in planning and leadership.
- Religious education (RE) teaching is effective and supports the vision with clear impact on the ability of pupils to reflect on the material. However, there is limited understanding of the global variety of Christian practice.
- The school has significant impact on the spirituality of the wider community through daily 'Thought for the day' emails. This supports and sustains adults and pupils especially in this time of pandemic.
- Governors and staff are a highly effective team. This is evident in clear strategic planning for future development as a church school ensuring the continuing impact of the vision.

Areas for development

- Deepen understanding of the vision amongst pupils as the source of values and personal spirituality. This will strengthen the shared sense of Christian purpose.
- Develop opportunities for pupils to plan and lead collective worship to further strengthen their engagement and deepen their understanding of prayer.
- Enhance understanding of Christianity as a multi-cultural world faith to deepen an appreciation of the many ways in which God can be approached.

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

A highly committed headteacher, staff and governors promote an effective Christian vision. The leadership style is strongly collaborative and all staff flourish and feel valued. The vision is truly lived by pupils through associated Christian values and is apparent in positive relationships and good behaviour. Some, but not all pupils, recognise the vision as the source of those values. The school has a very strong sense of community driven by the vision. This is seen in supportive partnerships between the school, parents, the village, and the church. Classrooms and communal area displays promote the vision helping pupils relate their activities to it. Foundation governors monitor the impact of the vision and actively work with the headteacher and staff. This ensures the vision has high priority, and governors are very competent, committed, and effective. There is a developing relationship with the diocese in providing support. Governors have a strong skill set evident in clear strategic thinking in the school development plan.

The Christian vision is lived through comprehensive care in educating and supporting all pupils. It encourages aspiration and achievement through its 'I can't do this, yet' approach. Pupils are encouraged to believe that they can do anything in God's strength. A range of strategies assist those whose learning is affected by the pandemic and this is seen in continuing steady progress. Parents appreciate communications from school, and the approachability of staff. In particular the daily 'Thought for the day' email sent by the headteacher supports and sustains them in difficult times. This further ensures the centrality of the vision and the spiritual development of the whole community. There is a sense that every pupil and adult is deeply valued, with needs appropriately met. Pupils who are disadvantaged and those with special needs are strongly supported. The headteacher is a highly active advocate in securing the best possible outcomes. There is a broad curriculum and opportunities to encourage spiritual development. These are loosely documented but are not subject specific. Pupils reflect well on their learning, and with encouragement can make connections with the vision. The vision ensures the mental health and wellbeing of the whole school community is prioritised. As a result, adults and pupils indicate they feel cared for and supported.

Pupils realise their potential in various ways. They react positively to reflective moments in lessons, and informally in personal interaction. Pupils understand that bible teaching promotes human flourishing. They realise Jesus' example may help them and others achieve the same through knowledge of biblical stories. Pupils readily appreciate the importance of social action, and are actively involved assisting disadvantaged children in Kenya. They see themselves as agents of change and some are able to link this with the vision. Some pupils know that the example of Jesus' concern for the poor motivates this.

Pupils are articulate and enthusiastic in working together, although the effects of the pandemic limits this. There are plans to renew the activities of the school council. There is a good understanding how the vision may help to resolve differences of opinion and show dignity and respect. The school's Christian approach to this emphasises the value of everyone before God. 'There are no bad children, only impulsive children who make mistakes' is the headteacher's mantra. Mistakes are dealt with by encouraging use of the 'reflection cloud'. The impact of this is a real sense of restorative justice and forgiveness in line with Christian teaching. There are few pupils who are not of White British heritage and limited understanding of global diversity. However, the Christian ideal of love and forgiveness is modelled. This is particularly seen in successful support of pupils who have not flourished elsewhere.

Whole school collective worship is delivered daily. It is clearly invitational and inclusive, and pupils respond well with enthusiastic singing and participation in drama. Some pupils are also inspired to lead in spontaneous prayer. Some pupils identify moments which inspire action, particularly around current concerns for Ukraine. Reflection areas are available around the school and receive use. There is an understanding of prayer promoted by regular use of a school prayer and grace at mealtimes. Pupils are not aware of the variety of Christian worship and currently there is no vicar to

assist this. Visits to church take place on the special occasions of the church year, but are limited by the ongoing effects of the pandemic. Pupils understand the significance of Christian festivals and their impact. Bible verses are considered in every act of collective worship, with developing understanding of Anglican practice. Some pupils are able to identify the seasons of the church's year. As an example, older pupils can identify links between Lent, and the temptations of Jesus. They also see implications for their personal lives. The vision is strongly linked to acts of collective worship. Pupils participate in worship but opportunities for planning and leadership are few. This is also an effect of the pandemic and pupils show enthusiasm for greater involvement. Plans are in place to resume the use of the 'Open the Book' group following the pandemic

There is no RE subject lead, but the collaborative leadership approach is effective. Some theological expertise is supplied by the churchwarden who is also a higher level teaching assistant. This has further impact by drawing the church and subject teaching together. Collaboratively the staff resource each other which also promotes personal development. Growing involvement in diocesan training supports teaching and there are plans to increase this following the pandemic. RE is well planned and delivered using various resources including Understanding Christianity. Pupils particularly enjoy artwork and opportunities for imaginative reflection. Pupil knowledge and understanding is confident amongst older pupils, but less so amongst younger ones. In particular, pupils show an imaginative understanding of the Christian belief in the trinitarian nature of God. Feedback on progress is largely verbal supported with brief comments in books that help them develop skills. Older pupils understand Christianity as a living faith and speak about its effect. However, understanding of Christianity as a multicultural world faith is limited. Good classroom displays provide a highly stimulating environment, promoting learning. The impact of teaching RE is also seen in some knowledge of world religions. Pupils explain that this is important to understand one another's faith. An example of this is seen in a pupil's remark, 'Without God we wouldn't be here'.

Contextual information about the school			
Date of inspection	9 March 2022	URN	123532
Date of previous inspection	3 March 2015		
School status	Voluntary controlled primary school	NOR	122
Name of MAT/Federation	n/a		
Diocese / Methodist District	Hereford		
Headteacher	Sue Relph		
Pupil profile Additional significant information (if needed)	The proportion of pupils who are considered to be disadvantaged is below with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below with national averages.		
Inspector's name	Jeremy Hellier	No.	0899