

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Bradley Church of England Primary School	
Address	Church Lane, North Bradley, Trowbridge, BA14 0TA
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	Requires Improvement
The impact of collective worship	Good

School's vision
<p>We want our children to love themselves, each other, the world and learning. We are aspirational for our children and nurture resilience and a growth mindset, creating children who flourish and make a difference in the world knowing "if you are strong and courageous God will be with you wherever you go". Joshua (1:9)</p>
Key findings
<ul style="list-style-type: none"> • The vision and Christian values play a main role in shaping this caring community. Pupils treat one another with a high degree of dignity and respect. However, leaders' understanding of biblical principles underpinning the vision are insufficiently developed. • There is an influential culture of aspiration which raises pupils' self-esteem leading to them having a love of learning. The provision for vulnerable pupils effectively enables them to flourish. • Collective worship enables pupils to understand what the vision and Christian values look like in daily life. At present, pupils do not have the opportunity to plan or lead worship or feel they have ownership. • The importance of religious education (RE) is rising with new approaches that engage pupils. However, opportunities to enable pupils to flourish spiritually are not clearly identified in subject planning. • Leaders are keen to introduce new initiatives which enrich pupils' learning. However, systems for evaluating the impact which the Christian vision has on all aspects of a Church school lacks rigour and focus and have not identified key areas for improvement.
Areas for development
<ul style="list-style-type: none"> • Deepen leaders' understanding of the biblical principles underpinning the distinctive Christian vision. This will enable them to use these to shape this Church school and inform improvements. • Establish a systematic and rigorous approach to evaluating the impact which the vision has on all aspects of daily life. This should involve all of the school family and lead to ongoing key foci for improvement. • Enable pupils to plan and lead collective worship so they have greater ownership. • Ensure that opportunities to deepen pupils' spiritual development are recorded in subject planning. This would enable pupils to confidently express their thinking creatively.

Inspection findings

The importance of the vision is permeating all aspects of daily life and making a difference for pupils' thinking. It is effective in addressing the local needs by raising understanding of diversity and difference. It equally raises awareness of caring for God's world. At present leaders do not have a secure understanding of the theological principles underpinning the vision. Pupils display confusion when they refer to the school values as the vision. Whilst pupils speak about the importance of three Christian values, they have limited appreciation of the other seventeen values being developed. The vision is driving leaders to make some improvements. This has led to a culture of high aspirations. The behaviour policy shapes reflective and restorative approaches, supporting pupils to love others. Leaders create a strong staff team who work well together. They feel valued to develop their talents and grow leadership skills. Monitoring and evaluation are not effective in identifying key foci for improvements. There are no systematic plans which ensure that all aspects of a Church school are rigorously reviewed. An inability to fill foundation governors' positions has hindered this. Staff do not have a significant role or a sufficient awareness of the work of the Church school.

The vision emphasises a love of learning which enables each to fulfil their potential. It drives leaders to create an ambitious curriculum which effectively meets pupils' needs. This enables the importance of each aspect of the vision to be thoughtfully developed. For instance, raising understanding of the importance of caring for the world. The planning progressively deepens pupils' understanding through small steps, enabling them to feel successful. As a consequence, it contributes to a culture of high aspirations which effectively raises pupils' self-esteem. The language of high aspirations is creatively woven through learning experiences. All use the vocabulary of courage from the school's Christian values and the vision in daily situations. Learners become resilient, confident and have good attitudes to learning. Staff use effective provision to enable the needs of all to be met. Consequently, all learners flourish, specifically vulnerable pupils who make better than expected progress. They are aware of strategies which help them to be calm and support their mental health and well-being. Staff have an understanding of spirituality which they use when exploring questions of meaning and purpose. These are increasingly challenging thinking, but are clearly valuable. However, opportunities are not recorded in subject planning, nor can pupils express their ideas in creative ways. An understanding of disadvantage and deprivation is growing by exploring different global communities. A school council make decisions regarding which charities or local causes to support. They model how this is undertaken, encouraging others to become independent advocates for change.

Pupils talk positively about loving and respecting others, seeing this as a key school value. Staff model the Christian vision in their own daily lives which all seek to emulate. Pupils make secure relationships as part of a caring community. Their behaviour is impressive, where they show a high degree of respect and dignity to one another. This caring family provides opportunities for pupils who need a new start, having a transformational impact on attitudes and behaviour. The importance of forgiveness, one of the school's Christian values, is well understood. Pupils learn about the locality and its history through intergenerational work with grandparents, developing an empathy with them.

Establishing influential partnerships with other schools enable leaders to identify high quality provision and fulfil their vision. Becoming part of the local schools' federation is making a positive difference. Leaders share good practice and work together on joint evaluations. School specialists in several subjects are sharing good practice with others. The diocese is increasingly used to provide more focused training, signposting where high quality practice

is found. Evaluations by diocesan advisers is shaping plans for improvement. The local church makes valuable contributions to governance and leads collective worship fortnightly. Christian festivals are celebrated in church, deepening pupils' appreciation of their significance.

The importance of RE is steadily rising following a period of change where limited improvements were made. The RE leaders are enthusiastic and developing their expertise. They planned a new curriculum ensuring there are key learning foci. There is effective support for new staff enhancing their subject knowledge. Introductory pages for each unit enable pupils to develop a better understanding of key vocabulary. Big questions of meaning and purpose are now explored in greater depth which develops pupils' philosophical and theological understanding. Consequently they express their ideas with greater clarity and are able to disagree well. An awareness of the significance of key Christian concepts is growing. However, pupils' understanding of Christianity as a living faith is less well developed. Comments by pupils demonstrate a thoughtful appreciation of world faiths and views. They are beginning to make insightful comparisons. Assessment systems are secure, used to track pupils' progress, but continue to be refined. Pupils explain that they generally enjoy RE lessons where it can challenge their thinking.

Collective worship plays a major role in deepening pupils' understanding of what the vision looks like in daily life. This is achieved by exploring Christian values in depth. It is inclusive and invitational. Staff draw upon ideas from Christian values, developing these in class and beyond to demonstrate their significance. Pupils talk thoughtfully about worship and recognise where it influences their thinking and actions. Collective worship leaders continue to make improvements ensuring it has a high profile. For example, a local open the book team bring Bible stories to life. Planning is more detailed ensuring Christian values are progressively explored. A wider range of contemporary songs engage pupils in singing. 'Thanks' is a new approach to class worship enabling pupils to discuss big questions. This stimulates greater discussions. Pupils have some opportunities to contribute to collective worship, recently writing a school prayer. At present however, they do not plan, lead or evaluate worship. Many pupils feel prayer can be helpful as a time to be still or calm.

Information			
School	North Bradley Church of England Primary School	Inspection date	12 January 2023
URN	126344	VC/VA/Academy	Voluntary controlled
Diocese/District	Salisbury	Pupils on roll	198
Headteacher	Kelandie Ash		
Chair of Governors	Kay Cadby		
Inspector	David Hatrey	No.	844