

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brant Broughton Church of England and Methodist Primary School	
Address	Mill Lane, Brant Broughton, LN5 0PR
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
'All achieve; all create; all believe; all a family.'
Key findings
<ul style="list-style-type: none"> • The school has a Christian vision that is enabling pupils and adults to flourish. The vision builds on the teachings of John Wesley, but not all staff are able to fully articulate it. • Leaders make bold choices in developing the curriculum including opportunities for pupils to be advocates for change. It does not yet fully meet the spiritual needs of all learners. • School effectively supports pupils whatever their background and ensure all are treated with dignity and respect. Leaders show compassion and courage in their decision making allowing pupils with special education needs and/or disabilities (SEND) to flourish. • Leaders have a strong vision for teaching religious education (RE). Pupils are respectful and understand a wide range of religions and worldviews, but statutory time requirements are not fully met. • Collective worship plays a central role and pupils value it as time where they can reflect, be still and learn about God. Music and singing encourage understanding of John Wesley's vision.
Areas for development
<ul style="list-style-type: none"> • Ensure staff and governors are able to articulate the Christian theology that underpins the vision so it is more widely known. • Develop RE to an appropriate level of challenge ensuring that statutory time requirements are fulfilled, particularly in Key Stage 2. • Develop a whole school approach to spirituality to ensure spiritual development in all pupils and adults.

Inspection findings

This is a welcoming, inclusive and compassionate school where the love of God permeates through every action and conversation. The Christian vision, 'All achieve; all create; all believe; all a family' and its roots in the teachings of John Wesley is known and understood by all. The recently appointed headteacher and leadership team are sensitively building on these strong foundations. They are developing the Christian narrative that underpins the transformational work happening at the school. Some pupils recognise how the school vision helps them to learn and live well together.

Loving and compassionate relationships are at the heart of the school. Every pupil truly matters to the staff and leaders. The school values of friendship, respect, honesty, endurance, responsibility and thankfulness underpin these relationships and enable the school community to grow together. Leaders are establishing strong links within the local community, attending coffee mornings, regular visits to the local church and other community group events. This is enriching curriculum opportunities for pupils and building relationships within the local village and beyond. Together they are living out the words of their vision - all being part of one family. Pupils value the guidance and support from church leaders and speak about how they help and guide them with their 'big questions'. Staff growth is evident as they respond to the opportunities provided for them under the guidance of the inspirational leadership in the school. An evolving culture of support and professional challenge is being established, allowing adults and emerging leaders to thrive in the school. Parents speak in glowing terms of the pastoral support their children receive.

Pupils with SEND are quickly identified by school and provision put in place to help them achieve. Leaders make brave and compassionate choices in developing structures within the school that cater for the needs of every pupil. Bespoke spaces have been created, appropriate staff training provided and effective communication with parents/carers established to ensure appropriate support is provided for every pupil. The love and compassion provided by the highly skilled support staff is reflective of the deeply Christian culture that is embedded within the school.

Opportunities for being agents for social change are intentionally interwoven into the school's curriculum offer. Curriculum projects link with the United Nations sustainability goals and allow pupils to wrestle with big questions and provide a wealth of opportunities for pupils to be advocates for change. A recent project linked with Water Aid saw pupils carrying water on their heads to St Helen's church. Parents and pupils speak about the lasting impact this simple act had as they consider the lived experience of those without access to clean water. Pupils recognise that projects such as these help to raise money but most importantly help to raise awareness. Pupils know that they can make a difference through their words and actions. The rich and varied curriculum is driven from the school's Christian vision and is having a clear and measurable impact on the rounded development of each pupil. This is seen through confident, independent learners who are ready to contribute, achieve to the best of their ability and have strong attitudes to learning. Pupils are excited about their learning, particularly when developing their circus skills and speak about how staff support them when they find things difficult. Pupils' spiritual needs are considered by leaders but planned opportunities for spiritual development are not yet established in the curriculum.

Collective worship is an integral part of school life and is highly valued by parents, pupils and staff. Worship is planned around the six Christian values chosen by the school. Times of worship are inclusive and invitational. Some pupils use sign language during times of singing because they know this helps their friends understand what is happening better. Pupils talk about how they are inspired by acts of collective worship and value the opportunity to pray

individually and collectively. Reflecting on their worship considering the life of Moses they recognise how God values all his children, even if we think we're not good enough. Pupils are being given increasing opportunity to plan and deliver times of worship together and are starting to evaluate times of worship. Leaders are developing a culture of reflection in the school but spaces to allow this to happen are not yet established. There is a good understanding of the teachings of Jesus and how these are relevant to life in society today. For example, when Jesus healed people suffering with leprosy, pupils wanted to be like the one that returned to Jesus to thank him. The idea of God being as three in one is not yet fully understood by pupils.

The headteacher has recently taken on the leadership of RE within the school and her wealth of knowledge and experience is already having an impact. Pupils take pride in their work and talk about their developing views on the world as a result of their learning in RE. For example, as they learn about pilgrimages to Mecca during Hajj they make connections to other sacred places around the world. Recent monitoring of RE by leaders, including governors, helps to inform future plans and areas for development. Pupils are beginning to engage with religious texts and develop skills of enquiry and critical analysis. Through their studies on Christianity they learn how the Methodist church, and other denominations, support people across the world. Every pupil is provided with their own Bible at each phase of their learning in the school. These are used throughout their RE studies in the school and pupils then take them home. Pupils do not always present their learning with clarity.

The recently formed leadership team provide strong and effective Christian guidance for the school and have a clear vision for the future. This is beginning to be reflected in the documentation being developed. As a result of this vision, leaders are creating an inclusive school community rooted in Christian values and clearly based on Methodist principles. At this school, all feel they can achieve, all believe in themselves and one another and all feel they belong to the school family.

Information			
School	Brant Broughton Church of England and Methodist Primary School	Inspection date	19 June 2023
URN	120594	VC/VA/Academy	Voluntary controlled
Diocese/District	Lincoln	Pupils on roll	94
Headteacher	Liz Moore		
Chair of Governors	Judith Burnett		
Inspector	David Akers	No.	2135