

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Broad Town Church of England Primary School	
Address	Broad Town, Swindon, SN4 7RE
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
<p>A Bright Future For All. A bright future for all, communicates our inclusiveness and ambition for all of our community. Our school thrives on family and friendship. Life in all its fullness.</p> <p>John 10:10</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision is at the heart of this Church school shaping its direction. It creates a caring family where pupils show one another a high degree of dignity and respect. A strong staff team live out the vision and show the difference it makes. • Staff provide high quality support to meet a diverse range of pupils' needs. They provide new starts for pupils, transforming attitudes and expectations. Leaders work closely with families, building trust and raising aspirations. • Leaders at all levels are enthusiastic and dedicated, leading by example with an energy which is contagious. However, monitoring does not systematically evaluate all aspects of being a Church school. • Collective worship enriches pupils' understanding of the vision and Christian values and the difference these make. Pupils of a religious faith or none articulate the difference they make to their lives and thinking. However, pupils' role in leading worship needs further development. • New approaches in religious education (RE) engage pupils, effectively encouraging them to verbalise ideas and shape their own beliefs. At present, an overview of the progression of key skills in RE needs to be developed.
Areas for development
<ul style="list-style-type: none"> • Establish a system for monitoring which evaluates all aspects of being a Church school. Ensure all members of the school family contribute to this process. • Enable pupils to develop their role in planning and leading collective worship. This is so that they feel they have greater ownership in this area and contribute to improvements. • Develop an understanding of what RE skills look like in each year group. Ensure opportunities to develop this are built into planning so that pupils can explore themes at a deeper level.

Inspection findings

The Christian vision is at the heart of this Church school, shaping its development. Pupils, staff and the community use the vocabulary of the vision, recognising its relevance. The vision effectively addresses the needs of the locality. It creates an inclusive school community where all feel welcome and valued. It drives staff to provide pupils with experiences which widen their horizons and raise aspirations. A growing understanding of the biblical principles underpinning the vision is articulated by leaders and governors. They talk about Jesus' example of creating a community. Staff perceive their role as showing God's love to all as each is unique. The vision drives improvements. This is evident in the work to support vulnerable pupils. Leaders are dedicated to their work and lead by example with a contagious enthusiasm. They have established a strong cohesive team, who live out the vision, so all see the difference it makes. Ongoing evaluations of the impact the vision makes are made by leaders. Governors are committed to their work. However, there is no systematic approach to ensuring that all aspects of being a Church school are effectively considered. Neither are all stakeholders fully involved in this process.

The vision of enabling all to have a bright future drives staff to identify the best support to meet the diverse needs of pupils. The school has a fine reputation in the locality for the quality of its provision which attracts families. Pupils who need a new start thrive because they are immersed in a community where they feel loved. This transforms attitudes and behaviour. Pupils are supported in different ways which increasingly enables them to make comparable progress to peers from their starting points. Pupils' social and emotional development is influential, so each recognises their feelings and identify individualised strategies which help them. Learners know approaches which help them to be calm from mental health and wellbeing workshops, finding these invaluable. A pervasive culture of aspiration underpins this work. Learning is carefully planned to individual needs so that pupils feel successful. Green bubble feedback identifies each pupil's next learning steps. Gems are the name given to learning skills which pupils use to enhance their progress. This language of learning is consistently used. A wide variety of opportunities, such as musical or sporting, allow pupils to grow their talents. All success is richly celebrated. Visitors from various careers extend pupils' horizons of what they might do in the future. Pupils realise this is a safe place to learn, even from mistakes, raising self-esteem.

Pupils are aware that the vision of a bright future for all, means they can make a difference for others. They confidently identify historical characters who have been agents for change. The school council takes an active role turning pupils' ideas into projects. This is inspiring pupils to take independent actions. These include, raising awareness of the Little Princess Trust and for neighbours who have cancer. The 'Activity Passport' stimulates pupils' love of learning by identifying over 70 high quality experiences to explore. These range from creating a soundtrack for a film to writing a play. The provision for spirituality is thoughtfully planned, with experiences identified across different subjects. Reflection is seen as a natural and valued part of learning with spontaneous opportunities deepening thinking. Older pupils pose their own big questions, posting these on the spirituality board. These become the focus of class debates which extend their thinking. A deeper appreciation of global communities is growing, where pupils talk of difference and disadvantage. Visitors from local conservation groups raise their awareness of the importance of caring for God's world, leading to groups reducing waste. Opportunities which enable pupils to explore diversity are important. Pupils with experiences of different cultures or customs are invited to share these, enriching pupils' respect for all.

Pupils know how the vision shapes this caring community. The language of Christian values

is an integral part of daily life. Pupils treat one another with a high degree of dignity and respect with older pupils resolving minor issues. They draw on Jesus' teachings of forgiveness, so all can move on together. There is a spontaneous culture of looking after one another in love.

Leaders enrich the work of the school through partnerships. The church gives dedicated support to governance, and leads collective worship. The Open the Book team visits eagerly anticipated. Staff are proactive in identifying high quality practice in other Church schools. Diocesan expertise provides focused training on identified areas, where new approaches to collective worship have been implemented. Pupils enrich the community through supporting the 'Shelter.' This is where the community celebrates festivals, seasons and joint projects in which the school is fully involved.

The expertise and enthusiasm of the RE subject leader ensures it has a high profile. Bold decisions saw the introduction of a new resource, Understanding Christianity, which deepens pupils' and staff knowledge of Christianity. As a result, pupils' knowledge of core religious concepts is growing along with their awareness of Christianity as a living faith. Staff creatively designed symbols to represent these key concepts which enable pupils to gain a greater understanding of their significance. Pupils' knowledge of key religious vocabulary is effectively developed. They show a thoughtful understanding of world religions and worldviews and how beliefs shape people's actions. New approaches engage and interest pupils, they enjoy drama and recording ideas in various ways. The whole school focus on developing pupils' verbal skills enhances debates about big questions of meaning and purpose. Pupils draw well on biblical knowledge. They use sentence beginners which enrich discussions, able to learn from others and disagree well. More pupils are beginning to tackle work at a greater depth. They show a secure understanding of world religions and worldviews and how belief shapes people's actions. Assessment systems enable staff to track pupils' progress and identify areas for development. An overview of how key RE skills progressively develop across each year group needs to be established. This would enable pupils to work at greater depth.

Collective worship plays an influential role in extending pupils' awareness of the vision and what these look like. The leader effectively gathers ideas from pupils, staff and the community shaping the termly plan. Each day a different type of prayer is used. Such as pupils who have written prayers in class or a chance for pupils to respond spontaneously to the theme. Pupils have a good understanding of the significance of prayer, whilst those of no religious faith appreciate the time to reflect. A detailed understanding of Christian festivals is shown and their importance for Christians. At present, pupils' role in leading worship is not fully developed. Each week a class reviews worship identifying what is helpful and how it can be improved. This works effectively, resulting in three candles being lit at the start of worship to remind them of the Trinity. Pupils value collective worship and talk about where it influences their lives and thinking.

Information			
School	Broad Town Church of England Primary School	Inspection date	13 June 2023
URN	126306	VC/VA/Academy	Voluntary controlled
Diocese/District	Salisbury	Pupils on roll	60
Headteacher	Bridget Long		
Chair of Governors	Chris Woodhouse		
Inspector	David Hatrey	No.	844