

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Stoke Bruerne Church of England Primary School</b>	
Address	Bridge Road, Stoke Bruerne, Towcester, NN12 6SD
School vision	
<p>Small enough to care, Large enough to inspire, Valuing All God's children</p> <p>'All things are possible for one who believes' Mark 9:23</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The vision and values are infused into the life of the school, driving all actions and decisions. Staff, pupils and their families articulate the transformational impact that this has had on their lives.</li> <li>• Skilful and effective support for vulnerable pupils and those with special educational needs and disabilities (SEND) is rooted in the vision. Staff are dedicated and united in their belief in every pupil and in wanting them to flourish.</li> <li>• Collective worship is inclusive and inspired by the school's Christian vision and values. It is well supported by the local church, and the school and community enjoy worshipping together.</li> <li>• Pupils are courageous in their determination to change their world for the better. The adults in the school support them to speak out and take action to challenge injustice.</li> <li>• Strong leadership in Religious Education (RE) ensures that the subject has a high profile. RE is well planned and resourced.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Create a shared understanding of spirituality so that adults can plan experiences more effectively.</li> <li>• Ensure additional opportunities for pupils to independently plan collective worship. This deepens their spiritual awareness and provides further opportunities for pupil leadership.</li> <li>• Embed the developed assessments in RE. This will further enable teachers to know what, and how well, pupils learn so they flourish in RE.</li> </ul>	
Inspection findings	
<p>Stoke Bruerne is a friendly and inclusive school where everyone is valued and respected. At its heart is its Christian vision, 'All things are possible for one who believes'. This underpins leaders' commitment to support adults and pupils to flourish. Governors have a good understanding of the school's strengths and areas for development. This is informed by effective monitoring and evaluation, which focuses on both what is being done and its impact. Experienced and inspirational senior leaders are supported by a dedicated staff team. They ensure that the wellbeing of all is nourished. Consequently, this creates an atmosphere of mutual trust and respect where all live well together.</p> <p>The school's inclusive approach, shaped by the vision, is acknowledged as extremely welcoming.</p>	

Pupils behave well because everyone is treated as unique with individual needs. As a result, they are enthusiastic, kind and polite. The needs of pupils with special educational needs or disabilities (SEND) or those who are vulnerable are effectively cared for. Individual pupils are well supported to help them in regulating their behaviour. The school constantly adapts resources and approaches to meet the growing diverse needs of pupils. In addition, staff work collaboratively with a variety of partner organisations providing specialist services when appropriate. Families have confidence that they will be listened to. Parents are universally positive about the high quality of care and educational provision their children receive.

The school's Christian vision is thoughtfully woven across the curriculum. Pupils are interested in their learning and develop their unique skills and qualities in a safe and supportive environment. Leaders have devised an ambitious curriculum that is underpinned by the 5Cs: curious, creative, Christian, confident and community. Diversity and differences are celebrated and a breadth of books and resources are available which illustrate this. A wide range of extra-curricular provision extends pupils' interests and develops self-esteem. Pupils speak enthusiastically about the Junior Duke awards that help them grow in confidence by tackling challenges. The school places importance on providing enrichment opportunities through visits and residential opportunities with other schools in the federation. Outdoor learning fosters an understanding of nature and an awareness of God's love through creation. As a result of these carefully planned experiences, pupils' horizons are broadened and their lives enriched. There are some opportunities for pupils and adults to flourish spiritually but, whilst there is a definition of spirituality in place, this is not consistently understood. Consequently, some staff are not utilising every opportunity for the spiritual development of pupils.

Collective worship is firmly rooted in the Christian vision. It is an integral part of the school day when the whole community comes together as a family. They learn from, and respond to, values-based themes and biblical teaching. All are welcome and are invited to contribute. It provides moments of calm for both staff and pupils. Pupils join in enthusiastically with school prayers and sung worship, demonstrating an enjoyment in being together. Elements of Anglican tradition are used alongside a variety of other expressions of faith to provide a rich spiritual experience. These include music, silence, reflection, and prayer. A strong relationship with the church has enabled pupils to experience more variety in Christian worship. Their involvement has a very positive impact and ensures that learners have a good knowledge of Bible stories. Pupils participate in worship with relish. However, opportunities to enhance their spiritual development through extending how they lead and plan worship are not fully embedded.

Driven by the vision, the school and church work closely together and bring cohesion to the wider village community. The harvest festival, held in church, enabled pupils to think about those who are less fortunate. Together they collected food for the local foodbank and explored the injustice of people in God's world not having the basic essentials to live. The local incumbent is a visible presence in the school and provides pastoral support to the school community. Staff value leaders' accessibility and willingness to listen. They appreciate the high level of care they receive. The school is well thought of by the Diocese of Peterborough and there is a positive relationship between them. Regular visits and training opportunities provide knowledge of church school leadership. Leaders encourage staff to develop their professional skills and talents so they grow individually as well as members of the school team. Collaboration with other schools within the federation enables the sharing of resources and ideas and supports staff, therefore enhancing wellbeing.

Pupils have many opportunities to take on leadership roles and live out the school's values. Older pupils act as lunchtime leaders for the youngest pupils providing practical support and forging friendships. Pupils speak warmly about the benefits of these relationships. They also understand the

need for social justice and equality. Through their support of local and global charities, pupils are given the opportunity to see beyond themselves. For example, pupils have been inspired by the school's vision to support families who are struggling with the cost-of-living crisis. They know they can do small things to make a big difference. The eco team view themselves as agents of change by encouraging others to recycle and conserve energy. Every year pupils have ownership of organizing a Young Enterprise project. They make goods to sell to raise funds for local and international charities. This demonstrates a desire to help others, and enable change in the world around them. Opportunities within the curriculum to learn about people who have challenged injustice inspires pupils to identify ways they can positively impact on the lives of others. This is modelled in their commitment to helping new arrivals from Ukraine.

Pupils flourish in RE as it is very well led. RE is taught in a lively and engaging way using the Understanding Christianity resource. Special RE days and trips to different places of worship emphasise the high priority given to the subject. Reflection questions, symbolised as Blue Hearts, at the start of each RE lesson allow pupils to reflect more deeply on the topics they are studying. As a result, pupils are enthusiastic about RE and are developing their understanding in different ways. Pupils demonstrate good subject knowledge and this enables them to be prepared for the modern world they live in. A range of monitoring activities, including book scrutiny and learning walks has helped in the formation of an accurate action plan. Pupils' work is well-presented and their books and class journals provide an effective record of their learning journey.

The inspection findings indicate that the school is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	21 November 2023	URN	121992
VC/VA/Academy	Voluntary controlled	Pupils on roll	67
Diocese	Peterborough		
MAT/Federation	The Forest CE Federation		
Executive Headteacher	Mrs. Eliza Hollis		
Chair	Mr. Daniel Lister		
Inspector	Rachael Hutchinson	No.	2235