

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Brisley Church of England Primary Academy | |
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| Address | School Road, Brisley, East Dereham, NR20 5LH |
| School vision | |
| <p>By sowing seeds of resilience and aspirations, we are all embraced by the school community, to develop dignity and wisdom in order to flourish in the field of life.</p> <p>' The seed is the word of God' (Luke 8 : 11)</p> | |
| School strengths | |
| <ul style="list-style-type: none"> • The school's Christian vision is deeply embedded and understood by staff, pupils and families. It reflects the needs and the context of this school providing strength, purpose and depth. • Carefully planned opportunities to ask and respond to deep questions are woven throughout the school curriculum including worship. This supports and contributes to the spiritual flourishing of pupils and adults. • Shaped by the vision, collective worship is a time when the school's values and aspirations are shared in community. This strengthens spiritual development for pupils and adults. • The impact of the vision has developed an inclusive school with a strong emphasis on wellbeing and good mental health. As a result, pupils and staff are valued and cherished in a safe and supportive environment. • Religious education (RE) is expertly led. As a result of regular professional development staff are confident and knowledgeable. This leads to pupil progress and a greater understanding of world religions and worldviews by the school community. | |
| Areas for development | |
| <ul style="list-style-type: none"> • Enhance the robustness of school leaders monitoring and evaluation of the vision and religious education to include all partners. This is to ensure that the vision is shared widely and given prominence with both the Trust and governing body. • To develop current opportunities for pupils to learn about exploitation, injustice and ethical choices. This is so they might advocate and become agents for change as global citizens. | |
| Inspection findings | |
| <p>Brisley Church of England Primary Academy has an effective Christian vision. Reflecting its rural setting, its intent is based on Jesus' parable of the sower. The pupils are seeds, carefully nurtured in order to navigate the thorny challenges of life. Pupils are challenged to develop deep resilient roots enabling them to grow in aspiration, wisdom and dignity. The vision drives the work of the school and the senior leadership team to provide the rich, nurturing soil. Revisiting the vision each September gives staff, children and parents the opportunity to understand and articulate it. During the latest re-visioning day pupils participated in drama and workshop activities based on the</p> | |

parable. This led to a deeper understanding of the vision, giving pupils greater resilience, knowing they are cared for and supported. The school works in collaboration with a neighbouring Church school to form the Hope Federation. Together they are part of the Diocese of Norwich Education Academies Trust (DNEAT). Limited support from the Trust to local governors means that monitoring and evaluation as a Church school is insufficiently robust. Therefore, the impact the vision makes in terms of strategic direction is not always clearly identified.

The Christian vision to sow seeds of resilience and aspiration is pivotal to the curriculum. Great care is taken to develop an inclusive, challenging curriculum. The enquiry based approach to teaching and learning empowers pupils to answer big questions. It also gives them opportunities to ask, pause and reflect. Pupils become skilled at asking 'why' questions, thinking more deeply to seek answers. Teachers' planning makes adaptations for pupils with special educational needs and/or disabilities. (SEND), ensuring expectations remain high. Pupils are taught to become resilient and independent learners. They understand that teaching staff and assistants will only give "the smallest possible clue" in order to grow self-belief. As a result pupils thrive. Time is provided for all teachers to speak to specialist SEND providers. Together they seek to find practical solutions to support pupils and families in school. This enables pupils with SEND to progress. Following spirituality training, a shared understanding of spirituality has developed. This allows opportunities for spiritual flourishing to be specifically identified, planned for and monitored by subject leaders across the curriculum.

Driven by the vision, inclusive and invitational collective worship takes place daily. Worship is enjoyed either as whole-school gatherings or in-class settings. Pupils and adults see it as a time when God is praised and when they can reflect on what they see and hear. Informed by monitoring, school leaders took the decision to move to Picture News as a resource. Spiritual enrichment is enabled through the exploration of topical and relatable connections between biblical teaching and the modern world. In addition it enhances opportunities to understand and appreciate diversity and difference in worship. Pupils confidently explain how worship impacts on their life and behaviour in school and beyond. One pupil explains how treating each other with respect shows our love for God. Pupil worship leaders choose to be actively involved in planning and leading whole school worship. This further contributes to personal resilience and individual spiritual growth. However space and time for individual prayerful activities beyond collective worship is underdeveloped. The local incumbent leads worship in school each term maintaining school church links. The school also uses the local church to celebrate annual Christian festivals. These services further contribute to pupils' spiritual development. Parents value these occasions to share in worship. However there is a lack of opportunity for them to participate in spiritual flourishing at school.

Pupils at this school take a pride in living well together. Pupils and families are supported in a Christian manner by empathetic and caring staff. Parents feel listened to and are confident that any concerns are resolved promptly. The core values of the school, ready, respectful and safe are understood and adhered to. In keeping with Christian principles pupils are ready to reconcile, forgive and resolve difficulties. Pupils and parents speak of school as a loving, safe and happy place where praise is a common feature of life. The decision to appoint a pupil support advisor across the federation to support emotional wellbeing is transformational. Parents are appreciative of the daily breakfast club and inclusive sports activities. Staff are part of a strong mutually supportive team. They are encouraging and caring of each other, acting as positive role models to pupils. The wellbeing and good mental health of staff is important to leaders, building positive self-esteem. Teachers in the early stages of their career are carefully mentored and encouraged to develop. As a result adults flourish.

Reflecting the vision to live wisely and with dignity, pupils are developing their own voice to champion injustice. Their understanding of equity and the rights of others is enriched through

curriculum teaching. Participation in activities such as 'Game Changers' supports their awareness of equality and diversity. The school has a history of generosity for local and global causes. A growing understanding of how to act as agents for social change in the world is emerging.

RE has a high priority in the school and enhances the vision. Effective RE leadership, supported by the local diocese, has developed a balanced, and coherent curriculum. Through its enquiry approach a rich and varied range of religions and worldviews are studied. This encourages curiosity and demands a range of responses. Pupils with SEND are not disadvantaged, as written expression does not become a barrier. Pupils are keen to share their knowledge and understanding. They are rightly proud of their interesting and varied floorbooks. Care is taken to avoid cultural and religious stereotypes. The school makes every effort to expose pupils to a multicultural and diverse world. Teachers use established assessment processes to monitor, record and track progress of individual pupils. This also informs planning for next steps in learning. Pupils make good progress against age related expectations. These outcomes are subject to annual moderation through the local diocese. Monitoring and feedback of RE teaching by school leaders adds strength and depth to provision. Teachers are supported and given opportunities to widen their subject knowledge, adding to their confidence. Through partnership with the Trust, teachers in their early career receive effective professional training in RE. The governing body monitor RE outcomes, but work by all partners to monitor and evaluate the effectiveness of the RE curriculum is in its early stages.

The inspection findings indicate that Brisley Church of England Primary Academy is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 15 March 2024 | URN | 146558 |
| VC/VA/Academy | Academy | Pupils on roll | 78 |
| Diocese | Norwich | | |
| MAT/Federation | The Diocese of Norwich Education and Academies Trust | | |
| Executive Headteacher | Belinda Allen | | |
| Chair | Bruce Gordon | | |
| Inspector | Teresa Osborne | No. | 2130 |