

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Briavels Parochial Church of England VA Primary School	
Address	High Street, St. Briavel's, Lydney, GL15 6TD
School vision	
<p>Love, Learn, Live</p> <p>Love is at the centre of our federation with the importance of developing the whole child at the heart of all we do. As a nurturing, inclusive community we enable and engage all to grow, flourish and succeed; discovering a love for one another, for learning and life. We seek to inspire ambition, courage and respect to give our children the skills they will need to live in a diverse and ever-changing world now and in the future.</p>	
School strengths	
<ul style="list-style-type: none"> • The vision gives clear focus to the work of this Church school. This enables it to make rapid progress raising the impact it has for all. • The vision drives leaders to provide high-quality support to address pupils' diverse needs. The provision for pupils' social, emotional, mental health and wellbeing is a strength. • Collective worship plays a major role in deepening pupils' understanding of the vision and associated Christian values. This leads to pupils being confident to articulate the significance these have for their lives and thinking. • The needs of the locality are effectively addressed through the vision. This enriches pupils' understanding of diversity, treating one another with dignity and respect. • Leaders at all levels are enthusiastic and dedicated to the life of this Church school. There is a cohesive staff team who live out the vision. Together, they have created a pervasive sense of being part of a caring, inclusive community. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure opportunities for spiritual flourishing are an intrinsic part of the curriculum. Enable pupils to express their ideas about these experiences so the impact they make is clear. • Extend pupils' understanding of injustice and develop the skills they need to become independent agents for change. • Enrich pupils' understanding of religious concepts and vocabulary. This is to ensure these are progressively developed so that pupils are confident to draw upon these when responding to 'big questions'. 	
Inspection findings	
<p>Refreshing the Christian vision, ensuring it is at the centre of school life, gave leaders clear direction to drive improvements. As a result, this Church school is on a journey of sustained progress. It makes a significant difference for the community it serves. The vision effectively addresses the needs of the locality. It raises pupils' aspirations and enriches their understanding of diversity and the wider world. Pupils talk thoughtfully about the vision and the importance of love. They recognise where it</p>	

shapes attitudes to learning and relationships. They use the language of Christian values associated to the vision. This deepens awareness of what it looks like, giving everyone a vocabulary to use in daily situations. The vision enthuses leaders to initiate improvements. This stands out in new approaches to behaviour, where Christian values are used to guide relationships. This leads to all treating one another with respect and compassion. Leaders bring enthusiasm and energy, seeing their role as reflecting God's love and serving this community. A dedicated staff team live out the vision, so all can see the difference it makes. Their expertise is recognised and developed, enabling some to take on greater leadership responsibilities. School leaders' monitoring is systematic and they seek best practice to enable them to flourish. This demonstrates their ambition. Governors are very supportive, increasingly evaluating the impact that the vision makes, leading to ongoing foci for improvements.

Leaders draw on Jesus' example of reaching out to those who face challenges on life's journey. This led to the provision for social and emotional development being prioritised, becoming a strength. Pupils are nurtured to recognise their emotions and use a vocabulary that enables them to express this well. At the start of everyday they share their feelings using a secure system. This allows adults to support them, reminding them of personalised approaches that they find effective. The importance of this has a high profile. Drawing upon expertise from external providers leads to focused workshops supporting mental health and wellbeing. These address specific issues enabling pupils to draw upon a range of tools that support their flourishing. This is enhanced by individualised nurture plans or working with families that transform attitudes to learning. Art and play therapy opportunities enrich this further. The care for adults is equally valued. Leaders grow staff knowledge and skills, leading to early recognition of pupils' diverse needs. A good example is developing strategies to support communication skills. Adults create a culture of high expectations. They share these with pupils, challenging aspirations, encouraging them to take responsibility for their learning. Success is consistently celebrated, raising self-belief.

The story of Zacchaeus shows that when challenged by Jesus he was able to become the best person that he could be. This enthuses leaders to create exciting opportunities so all can discover their talents and flourish. The importance of spirituality is growing, with staff agreeing a definition all can use. However, opportunities for spiritual flourishing within the curriculum have not been identified. Neither are pupils able to express the impact these experiences make. Activities to enrich understanding of diversity are effectively woven across the curriculum. Visits and residential deepen awareness of a range of cultures and customs. The resource, 'No Outsiders', helps pupils to see that all are different but special. Reading books, often with stories from different countries, prompt discussions about refugees or the disadvantaged. This leads to pupils treating everyone with dignity and respect. Pupils' awareness of caring for God's world is heightened through the 'Malvern project'. This initiative promotes high-quality partnerships with local businesses and families, allowing pupils to show their talents. This culminates in a lavish garden display at the competition. Pupils raise concerns over the use of plastics or litter, seeking to change people's habits. However, they are not confident to become independent agents for change.

Partnerships are driven by the vision of love. Leaders share good practice through the federation, supporting a local school. Joint subject leaders, planning together and sharing training creates a sense of being part of a team. In difficult times the Diocese 'wraps its arms' around St Briavels, giving hope, direction and support. This enables rapid progress to be made as a Church school.

The tangible awareness of being part of a loving community permeates everyday life. Older pupils 'buddy' younger peers, as role models, establishing relationships that go beyond the life of the school. Christian values are consistently drawn upon to address minor behaviour issues. Pupils value this inclusive and nurturing community. They readily support one another celebrating others' successes.

Collective worship enriches pupils' personal spirituality. For instance, class worship enables them to explore questions at greater depth and at an age appropriate level. Reflection spaces allow time to pause and share ideas. Pupils affirm that recording their thoughts about Christian values and placing these in a class 'compassion jar' encourages others. Prayers are valued as times to share with God or be still in busy days. Worship makes a major contribution to showing what the vision looks like. Pupils, of all faiths or none, give examples where Christian values make a difference in diverse situations. Worship is inclusive and enables everyone to contribute with integrity. It is inspirational, leading to projects that care for God's world. Planning for worship is detailed, giving key questions and resources, so all staff feel confident to lead. Local churches make valuable contributions. Local clergy and an Open the Book team bring a variety that is appreciated. Church-led workshops extend pupils' understanding of festivals and their importance for Christians.

Religious education has a high profile in school life. Diocesan expertise enables best practice to be introduced, leading to ongoing improvements. The curriculum is well planned; it is sequential, broad and balanced. Leaders effectively grow staff knowledge, providing clear planning and resources. New approaches engage pupils in learning, where drama and art allow them to share their thinking in different ways. Subsequently, teaching and learning are at least good. Staff effectively draw on a variety of opportunities to determine what is understood. As a result, planning is reviewed and staff knowledge extended. Also, further support is targeted to meet individual needs. Pupils evaluate their own progress, taking ownership of where they can improve, enabling them to flourish. Staff use agreed strategies to enable them to explore more challenging questions. Pupils have a growing understanding of core religious concepts and specific vocabulary. However, this is not fully developed. Exploring 'big questions' deepens pupils' thinking. Consequently, they share ideas, listen to others and shape opinions. They see the relevance of the subject for daily life. A thoughtful understanding of worldviews is articulated where pupils perceive how beliefs shape actions. The vision is lived out daily in this caring community.

The inspection findings indicate that St Briavels Parochial Church of England Voluntary Aided Primary is living up to its foundation as a Church school.

Information			
Inspection date	14 March 2024	URN	115697
VC/VA/Academy	Voluntary aided	Pupils on roll	133
Diocese	Gloucester		
MAT/Federation	Federated - Wye Forest Federation		
Headteacher	Natalie Frey		
Chair	Mike Haines		
Inspector	David Hatrey	No.	844