

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

<b>Brimscombe Church of England Voluntary Aided Primary School</b>	
Address	Brimscombe Hill, Brimscombe, Stroud, Gloucestershire GL5 2QR
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
The effectiveness of religious education (RE)	Requires Improvement

<b>School's vision</b>
'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16: 13- 14
<b>Key findings</b>
<ul style="list-style-type: none"> <li>• The school has a well thought out, inclusive and distinctive vision grounded in a clear theology. The vision is lived out daily enabling pupils and adults to flourish in their personal growth.</li> <li>• Leaders ensure that there is good support for vulnerable pupils. There is a demonstrable culture where all members of the community are treated with great respect and dignity.</li> <li>• Collective worship is valued by the whole school community. Pupils and adults have opportunity to grow spiritually through prayer, stillness, worship and reflection. A shared language of spirituality is at an early stage of development.</li> <li>• The conscientious religious education (RE) lead has begun to monitor and evaluate the planning and assessment in RE. However, the pupils have a limited knowledge and understanding of Christianity and other major world religions and worldviews.</li> <li>• Pupils exemplify the vision and values and have the courage to extend love and kindness beyond the school. Pupils are beginning to take ownership of social action projects.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Ensure the RE curriculum is sequential and builds on prior learning in order that pupils develop a depth of knowledge in this subject and make good progress.</li> <li>• Develop a shared language and understanding of spirituality in order to enhance the spiritual development of pupils across the school.</li> <li>• Continue to develop opportunities for pupils to develop their leadership skills so they can be courageous advocates for change.</li> </ul>

## Inspection findings

Leaders' courageous decision to renew the school's Christian vision, in response to the community they serve and worldwide global events, enables all to flourish. Because of the vision leaders make courageous decisions and show love and kindness to all. The well thought out vision is responsible for creating an atmosphere of genuine love and kindness that permeates through the school. The Christian values of love, respect, kindness, courage, friendship and responsibility are lived out through the daily interactions between the whole school community.

The school uses the vision to shape the policies, actions and Church school development plans. Governors articulate the vision well and are able to give practical examples of how it is driving their decision making. The time and commitment they give to the school is enabling them to monitor and evaluate the effectiveness as a Church school. The education team at Gloucester Diocese give good support to the school and were instrumental in helping the school develop its Christian vision.

The Christian vision is shaping the creative curriculum and extra-curricular activities, which are packed full of exciting activities for the pupils. Pupils enjoy rich experiences that enhance the curriculum each term and as a result this contributes to the rounded development of each child. Pupils' attendance at school is good because they enjoy all that the school has to offer. Leaders fully support families to overcome barriers that prevent pupils from attending school. The school's vision has a positive impact on vulnerable pupils and pupils with special educational needs and disabilities (SEND). They are well supported in school and leaders make courageous decisions to ensure that all their needs are met.

Leaders work hard to develop meaningful opportunities which contribute to the spiritual development of pupils. Each class has an attractive reflection area where the pupils take time to reflect. Thoughtful prayers are written with love and kindness, in response to local, national and international events around the world. Pupils value the quiet area in the playground that they use for reflection. A shared language and understanding of spirituality is not known by all members of the school community.

The Christian vision and values fully support the character and moral development of pupils. Pupils talk about trying to be the best that they can be. Leaders support pupils through love and kindness to make good choices. The pupils understand what it means to, 'stay alert and hold firmly to all you believe.' This enables pupils to be resilient and have the confidence to overcome barriers in their learning. Leaders plan opportunities across the curriculum that allow the pupils to look beyond themselves and think globally about life. Pupils thoughtfully respond to and reflect on 'big questions.' Pupils show love and kindness in the community and beyond by supporting different local and national charities. Pupils are beginning to develop their leadership skills and engage in social action in their local, national and global communities.

Parents, pupils and staff feel listened to and valued as a result of the supportive relationships between all members of the school community. Pupils' behaviour is good because there are high expectations from staff and leaders. Reflection on 'big questions' start in the nursery and this empowers the pupils to learn how to agree and disagree respectfully. The impact of this is far reaching as pupils use these skills in class and outside in the playground. Staff support the personal and emotional needs of the pupils well. Vulnerable pupils and pupils who have additional learning and personal needs, are quickly identified and given the help they need from within school and outside agencies.


Pupils understand, respect and celebrate difference and diversity as a result of rich curriculum experiences. Together with the Christian vision this has significant impact on how pupils treat others. Pupils and families who join the school from other countries feel the love and kindness from the whole school community. The way in which pupils learnt phrases so that they could converse with their peers, encapsulates the love that they show towards each other.

The inclusive collective worship expresses the school's vision through focus on the school core Christian values. All members of the school community value collective worship. They appreciate the opportunity to come together and encounter the teachings of Jesus and the Bible. There is a strong culture of prayer in the school. Adults and pupils cherish the time to pray and reflect. The local church community effectively supports the school in developing its provision for collective worship. Festivals in the Anglican Church calendar are woven through the year and pupils enjoy the opportunity to worship in the local church. Pupils understand the relevance of the school Christian values in their own lives and how the values inspire them to make good choices. A sponsored litter pick to raise money for good causes is an example of such service to others.

The planning, monitoring and evaluation of worship involves a range of members of the community. The collective worship lead uses this information to improve the pupil's understanding of how Christians worship in different ways. Older pupils lead worship regularly with confidence and this contributes to their spiritual flourishing. Pupils have occasional opportunities to evaluate collective worship and this give leaders information about the impact of worship on pupils.

RE provides a safe space for the pupils to reflect and hold firmly to all they believe. Pupils show respect and develop some knowledge of a range of religions. The RE lead works hard to support staff with practical guidance and staff value this support. Leaders monitor and evaluate the teaching with the RE lead. As a result of monitoring, improvements in feedback to pupils during lessons is developing. Visits to places of worship enhance the curriculum. Flourishing in RE is limited because the RE curriculum does not reflect a balance between theology, philosophy and social science.

'Love and kindness,' is the motivation behind all decisions at this school. This leads to the personal flourishing of pupils and adults because they feel happy, safe and secure.

	<b>The effectiveness of RE is</b>		<b>Requires Improvement</b>	
	There is some evidence of good teaching in RE but this is not consistent across the school. Assessment systems are in place to monitor progress. Not all pupils develop age-appropriate skills of enquiry because some repeat work that they have already covered instead of building on the skills in previous years. As a result, pupils including those with special educational needs and the most able make limited progress in RE.			
<b>Information</b>				
<b>School</b>	Brimscombe Church of England Voluntary Aided Primary School	<b>Inspection date</b>	30 March 2023	
<b>URN</b>	115690	<b>VC/VA/Academy</b>	VA	
<b>Diocese/District</b>	Gloucester	<b>Pupils on roll</b>	98	
<b>MAT/Federation</b>	Not applicable			
<b>Headteacher</b>	Joe Roberts			
<b>Chair of Governors/Trust Board</b>	Rod Harris			
<b>Inspector</b>	Judith Manns	<b>No.</b>	2240	