

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bransgore Church of England Primary School

Current SIAMS inspection grade	Outstanding
Diocese	Winchester
Previous SIAMS inspection grade	Outstanding
Local authority	Hampshire
Date of inspection	10 May 2018
Date of last inspection	8 May 2013
Type of school and unique reference number	Primary 116274
Headteacher	Paul Brown
Inspector's name and number	Sally Jenkins 913

School context

Bransgore Church of England Primary School is a large school with 339 pupils on roll. Pupils' attendance is above the national average. The number of pupils with learning needs and/or disabilities is below national average as is the number entitled to receive pupil premium funding. Since the last inspection there has been a significant turnover of staff with a new headteacher, deputy headteacher and half of the teaching staff moving school for promotion. The vicar is also new to the area. The school has a well-established SCITT on site and members of staff regularly support and mentor staff in other local schools.

The distinctiveness and effectiveness of Bransgore Church of England Primary School Academy as a Church of England school are outstanding

- Leaders are highly effective in promoting a Christian community through the use of the Christian value of love.
- Relationships between all members of the school community are particularly strong and support all aspects of every child's development.
- Excellent partnerships have been established with the church and the local community, as well as national and global communities, so as to enrich the lives of pupils and to support others.

Areas to improve

- To further develop and deepen pupils' spiritual understanding so that they might more independently ask and explore spiritual and philosophical questions.
- To embed the work undertaken to enable pupils to plan, lead and evaluate worship independently.
- To develop a clearer image of the school as a Church of England school by increased use of signs and symbols associated with the Christian faith in prime and communal locations across the school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Bransgore Church of England Primary School refers to itself as a loving school and without doubt the Christian value of love pervades every aspect of the school and is central to all that is undertaken. A review of the school's values two years ago, which involved consultation with the whole school community, resulted in a decision to express their vision, their mission and their beliefs in one all-encompassing value. This is securely rooted in the Bible and pupils from across the school clearly articulate their understanding of God's love and his message for us to love one another. The introduction of the V.I.P. scheme embodies the school's belief that we are created in love and deserve to be loved for who we are, and acknowledges the intrinsic worth of each person. Great importance is put on developing self-esteem and encouraging everyone to be positive about each other. This has a significant impact on the lives of the pupils and staff. Attainment data shows that pupils are achieving above national average scores in the majority of areas. Pupils are developing a high level of self-confidence due to the school's ethos and this enables them to perform well academically and in their social interactions. Other Christian values are introduced to the pupils through collective worship, religious education, other curriculum areas and behaviour management so that the pupils are able to speak with some confidence about a number of these. The school has many links with local, national and global communities, including those of other faiths. Pupils have a secure knowledge of, and respect, for difference and diversity in faith communities, including different Christian traditions. The school's balanced curriculum and range of extra-curricula activities and visits, which includes trips to places of worship, support pupils' spiritual, moral, social and cultural development. There is extensive involvement with community groups and charities and pupils confidently discuss the importance of showing love to their neighbours, locally and in the wider world. The school believe that more can be achieved in supporting pupils' spiritual development and they are keen to explore this further. Members of the school community are able to discuss the school's vision statement, "Growing in the Forest" and do so with great pride in their school and its position. This vision reflects the school's environment as well as considering growing spiritually, physically, academically and growing in the community. Relationships are key to the work of the school, being hugely positive and emerging from the love of each person. A pupil commented on the caring and kind staff "who are so good when you are worried that they feel more like friends helping you". The Christian love, evident throughout the school, ensures support for all aspects of every child's development. Standards of behaviour are very high, as is pupils' attendance, due to the pervading supportive ethos. Religious education makes a significant contribution to the school's Christian character with pupils being excited and challenged by the lessons and able to enter into meaningful discussions.

The impact of collective worship on the school community is outstanding

Collective worship is quite rightly regarded as the cornerstone of daily life at the school. Adults within school, pupils and parents all comment on the importance of this time during the school day with one child calling it "inspirational and interesting" and a governor commenting that it "enhances the inclusive family aspect of the school". Worship currently always involves the whole school meeting together, although there are plans to occasionally meet as key stages or smaller groups, enabling all pupils to have more opportunity to be involved. Pupils are clearly able to explain the messages from worship and how these can be used in their everyday life at school and at home. Worship begins with lighting a candle with three wicks to represent the Trinity. Pupils can explain, with a good level of thought, their understanding of God as Father, Son and Holy Spirit. The Bible and Jesus are central to collective worship and pupils show a high level of knowledge about Bible stories. Within worship there is time for reflection and stillness and pupils are confident to read prayers they have written. From across the school pupils speak of the use of prayer in their own lives, both in and outside of worship, with a high degree of importance and passion. They speak of prayer helping them in good and more difficult times. Each class has a small reflection area where prayers and messages can be left. A prayer box, situated centrally in school, is for pupils to write the names of people they want the school to pray for on Friday mornings. A new reflection room is beginning to take shape and will be available for all pupils and staff. Collective worship already inspires a high level of spiritual and moral reflection but the school wish to improve this further, both during these gatherings and through the curriculum. They are developing their use of physical resources to help the pupils as well using the school's wonderful environment by establishing a spirituality walk. Worship is led by members of the senior leadership team, the local clergy, representatives from different Christian traditions and other visitors. Pupils do lead worship although this is currently adult inspired and organised, so plans are to be formed to allow pupils to plan, lead and evaluate worship as well as giving other members of staff the opportunity to lead. The local church is used throughout the year for services and many parents attend these. The relationship between the school and the local Church of England church is a strength of the school as is the support they receive from the Baptist Church. Worship is well planned and is evaluated by members of the leadership team and governors. This has led to

improvements which have benefitted the whole community.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher, together with the governors and senior leaders, provide a very strong and effective leadership team who clearly articulate the school's distinctive Christian character and its impact on the lives of the pupils. They have a thorough understanding of the school's strengths and development areas and are clear that they want all groups within the school community to be involved in ensuring positive improvements, as can be seen in the decision to be a loving school. Minutes of governor meetings show that they are proactive in questioning and monitoring the school's Christian ethos. The headteacher has created an environment in which each pupil and adult matters, and is loved for being unique and individual. The introduction of being a loving school and the VIP scheme have ensured that each person strives to be the best they can be for themselves, for others and for God and they feel supported by others within school. The school correctly state that their ethos is "becoming deeply embedded in the fabric of the school". The Christian vision is clearly articulated by staff, parents, governors and community members as well as by the pupils themselves. The messages written by pupils for the week's seven VIP pupils are personal and heart-warming, and the opportunity to be part of this is highly valued by each pupil and their family. The school are rightly proud of the work they do with pupils in establishing various initiatives into the daily life of the school. They are a Rights Respecting School and are hoping to achieve their silver award; the Eco Committee have worked hard with all members of the school community to apply for their green flag and the pupils speak with great enthusiasm about being Global Ambassadors and their links with a school in Rwanda where they are sponsoring a child's education. They are one of the first accredited "Stonewall Champion" faith primary schools and support a variety of local, national and international charities during the year. The school take their role in the education community, local and national, very seriously and the headteacher, and other staff, provide support for schools in challenging circumstances as well as mentor support for individual adults in other schools. They offer courses for returning teachers and support training for aspiring teachers. The local church has established very strong links with the school which is of mutual benefit. Parents speak very positively about the school and the support they are given, the education their children receive and the loving, caring, yet challenging, ethos. They appreciate the headteacher's coffee and chat sessions and his visibility and availability as well as that of other staff. One parent commented on the school's ability to "make every child feel unique and an individual who matters, and at the same time helping them to feel an important part of the school's family". Parents are welcomed into the school and many help out regularly whilst others come in for specific support or helping on committees. They are delighted to be able to attend Friday worship and services in the church. Teachers are provided with professional development to support their work and the RE leaders benefit from diocesan training. Opportunities are planned for and provided for future church school leaders to develop their skills. The RE leaders are relatively new to their role within this school but are already having an impact on the delivery of the subject. RE and collective worship are well resourced and meet statutory requirements.

SIAMS report May 2018 Bransgore CE Primary School, Bransgore, Christchurch, Hampshire BH23 8JH