

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

<b>Brereton Church of England Primary School</b>			
<b>Address</b>	School Lane, Brereton Green, Sandbach, Cheshire CW11 1RN		
<b>Date of inspection</b>	8 November 2018	<b>Status of school</b>	Primary inspected as VA academy Chester Diocesan Academy Trust (CDAT)
<b>Diocese</b>	Chester	<b>URN</b>	144832

<b>Overall Judgement</b>	<b>Grade</b>	<b>Excellent</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

Brereton is a primary school with 179 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below national averages. The school joined the Chester Diocesan Academy Trust (CDAT) in March 2018. The headteacher has been in post since September 2018.

### The school's Christian vision

Love God, love learning and love one another.

All are inspired to fulfil their aspirations through the shared Christian values of service, respect, responsibility, friendship, compassion, courage and belief.

### Key findings

- The exceptionally strong leadership of the former headteacher, ably supported by skilled governors and dedicated staff, created a vibrant Christian learning community in which every member can flourish. This has provided the foundations upon which the revised vision has been swiftly established to direct all future school improvement.
- Pupils' outstanding spiritual and personal development is exceedingly well supported through excellent religious education (RE) and collective worship.
- Deeply embedded Christian values have an extremely strong impact on pupils' exemplary behaviour and their remarkably positive attitudes to life and learning.
- Nurturing relationships, based on Christian compassion and service, support all members of the school community.
- Strong links with the church make a significant contribution to the school's distinctive Christian character and to pupils' spiritual development.

### Areas for development

- Support other Church schools in their development by sharing Brereton's excellent practice and expertise.
- Provide more frequent opportunities for pupils to plan, deliver and evaluate acts of worship so that they continue to deepen their understanding of the nature of Christian worship.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

The new headteacher's first action was to revise the vision. Based on deeply embedded Christian values and practice, it is highly inclusive and aspirational. It seeks to ensure that all are supported so that they can flourish, achieve, develop a love of learning and a respect for God's world and his people. Pupils know that the vision comes from Jesus' two greatest commandments. Leaders' commitment to continuous improvement is reflected in the decision to join CDAT. Developing from the longstanding partnership with the diocese, the trust is already having a very positive impact on training, curriculum development and budgetary planning. Staff morale is extremely high. They feel valued and respected because their well-being is considered at all levels of decision-making. All staff benefit from well-targeted professional development. This supports middle leadership and the development of future school leaders exceptionally well. Leaders have secured exceptionally high quality leadership of RE and collective worship. As a result, both make substantial contributions to the school's distinctiveness and performance. Senior leaders and governors have established a highly effective Church school self-evaluation process. Through regular monitoring visits, governors have a very clear idea of school performance, achievement and the way in which the vision is being lived out. Thorough monitoring and evaluation systems ensure that pupil progress is tracked and individual needs identified. All aspects of school improvement are driven by the shared Christian vision.

Pupils thoroughly enjoy all that the school offers. They are excited and inspired by a broad, creative curriculum enhanced by educational visits and extra-curricular activities. High quality teaching is targeted to meet the learning needs of all pupils. Vulnerable pupils, and those with special needs and/or disabilities are extremely well-supported. Leaders ensure that financial and human resources are used effectively so that all pupils can flourish and achieve. Pupils make good, sometimes rapid, progress from their starting points. Standards of attainment are generally in line with or above national expectations. They continue to improve because leaders take innovative decisions to develop the curriculum and promote pupils' individual skills and abilities. Expectations are high. Pupils are eager to rise to the challenge, reflecting their extremely positive attitudes to life and learning. Parents confirm that their children are extremely happy, excited by their learning and joyful in their relationships. They are confident that this is because every child is valued as unique, loved and supported.

Provision for pupils' spiritual development and emotional well-being is extremely well-considered. RE and collective worship make very substantial contributions to pupils' spiritual growth. Pupils are eager, confident and articulate. Reflection is integral to learning across the curriculum, through which Christian values are threaded seamlessly. Pupils express their ideas creatively through art, prose, drama and prayer. The outstanding quality and depth of their personal responses can be seen in vibrant displays and in the RE and collective worship classbooks. Teachers are adept at questioning. This deepens pupils' thinking because they are frequently asked to explain or consider why such a belief is expressed. Pupils consider big questions related to current affairs. They ponder upon issues related to injustice and discrimination. For example, recent work on homelessness challenged Year 5 pupils' views on the homeless in Manchester. Pupils make a very clear link between Jesus' teaching, Christian values and their own actions, such as supporting charitable causes. The well-established link with a Christian school community in Kenya continues to support pupils' understanding of different cultures and of Christianity as a multi-cultural faith. Through their work in RE, pupils have a well-developed understanding of diverse cultures and beliefs. A recent visit to a mosque highlighted the similarities between Christianity and Islam. Through special themed days and the topic-based curriculum, pupils learn about different ways of life and historical events which have shaped our culture. As a result, they are able to identify and challenge stereotypical views confidently and maturely.

Collective worship is the heartbeat of the school community. Pupils' attitudes are extremely positive because they feel included and involved. Thorough planning, based on the life and teaching of Jesus, explores Christian values and themes imaginatively, so that worship constantly refers to the school's vision and values. Pupils participate actively, answering questions and helping to act out stories, so levels of engagement are high. Through their worship experiences, pupils develop a remarkably mature understanding of the nature of God. Many refer to their understanding of the Christian concept of the Trinity, explaining that God is the Father, Jesus is the Saviour and the Holy Spirit helps Christians to live their lives. Worship is led by staff, clergy and visitors, such as Open the Book and Bible Explorers, from other Christian communities. Strong links with the local churches support the delivery of worship extremely well. Clergy and church leaders from St. Oswald's and St. Luke's lead worship regularly in school. The church is used for special services at festival times. Parents attend these services in considerable numbers because they value the opportunity to share in their children's work and worship. Class groups lead the worship in church and all pupils participate at some level. Members of the ethos group take

responsibility for aspects of worship. However, at present pupils do not plan, lead and evaluate acts of worship regularly. Prayer and reflection are integral features of worship. Pupils know and use traditional prayers and graces. They write and use their own prayers for personal and public use. Class reflection books demonstrate the way in which worship themes are developed. Time is provided for pupils to reflect on their experiences, question and deepen their understanding. As a result, worship makes an outstanding contribution to their personal and spiritual development. Staff agree that reflection time, together with the support provided by the worship leader, supports their professional skills and personal spiritual development.

It is clearly evident that all members of Brereton's vibrant, distinctly Christian learning community are united in the belief that the school's Christian vision and values are lived out daily. The vision makes a powerful difference to the lives and outcomes of pupils and adults.

The school is therefore extremely well-placed to move confidently forward, sharing its experiences and expertise with others in the diocese and trust.



### **The effectiveness of RE is Excellent**

Highly effective teaching challenges and supports pupils' exploration of religious belief and practices. Together with accurate, informative assessment procedures, this ensures that all pupils, regardless of ability, make good, often rapid progress. As a result, standards of attainment for all pupils are high and many achieve above age related expectations.

Headteacher

Kerry McLean

Inspector's name and number

Anne B. Woodcock 445