

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stapeley Broad Lane Church of England Primary School

Address	Broad Lane, Nantwich, Cheshire. CW5 7QL		
Date of inspection	21 November 2019	Status of school	Primary academy inspected as VC
Diocese	Chester	URN	139539

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Stapeley Broad Lane Church of England Primary School has 222 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. Whilst the proportion of children with an Education, Health and Care plan is below national averages, the overall proportion of pupils who have special educational needs and/or disabilities is above national averages.

The school's Christian vision

In partnership with families, our children will be happy, well rounded individuals who have a love of learning through which they achieve and progress, by:

- Making a positive contribution to society
- Being adaptable
- Becoming life-long learners
- Having a developed knowledge of Christian values and their own spiritual awareness

Key findings

- The passion of the headteacher and his staff for pupils to flourish and succeed is driven by the school's vision and values. This creates a calm, vibrant and inclusive learning community.
- Highly inclusive, nurturing relationships based on Christian love and hope, infuse all areas of the school community. They provide a foundation upon which pupils achieve their potential and make the most of their God-given gifts.
- The evolving school vision has its foundations in several key Bible verses. It is rather long, and this limits the ability of members of the community to articulate the distinctively Christian elements.
- RE in the school has a high status and is well led. Pupils enjoy the subject and have a clear understanding of Christianity and different faiths.
- Collective worship is joyful and presents a variety of approaches to encounter God. Worship through song is a particular strength of the school.

Areas for development

- Continue the process of refining, developing and sharing the school's Christian vision so that all members of the school can recall it as well as explain its impact on their lives and roles.
- Enable pupils to develop as courageous advocates through engagement in global links and partnerships in order to enhance their understanding of injustice and disadvantage and enable them to make appropriate responses.
- Promote, and embed in the curriculum, a deeper comprehension of spirituality and religious texts in order to develop pupils' skills in understanding their context, meaning and relevance.

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 full and detailed Christian vision and values for Stapeley Broad Lane are shared throughout the school. They are thoroughly rooted in biblical principles. Good relationships, academic success and a passion to advocate respect and value for all, are hallmarks of the school. This creates an environment which is nurturing and inclusive where all can flourish. Governors work closely with leaders to sustain a clear system to evaluate and develop the school's work, policies and Christian distinctiveness. The school is in a mutually positive partnership with the diocese and has links with the local parish. Staff, governors and parents are involved in helping to develop the school's Christian distinctiveness. Because of this, the importance of the Christian vision is a central focus in all areas of the school's work and development. Areas to improve in the last inspection have been addressed successfully.

The school's curriculum gives each individual pupil challenge, breadth and a depth of experience which results in them being highly successful. It recognises the individual needs of every pupil, and through the underpinning Christian vision, ensures that all are valued. Pupils at the school make strong academic progress. This means that pupils, including the most vulnerable, are enabled to flourish and reach their God-given potential. Through an enquiry approach in several subjects, pupils are motivated and encouraged to think deeply. This supports the development of curiosity. However, a clear understanding of spiritual and theological literacy and vocabulary is not yet sufficiently developed. This means that pupils are not yet able to fully explore and articulate responses to a full range of deeper theological questions.

Pupils develop confidence and experience through an extensive range of extra-curricular provision, trips and residential visits. They are given a variety of positions of responsibility such as Worship Councillor, Eco Warrior, Safety Officer, Reading Buddy and Sports Councillor. This helps them to become resilient and to learn and apply new skills for life. The provision for music in the school is strong, successful and wide-ranging. Choirs and other groups bring pleasure to others in various contexts such as local churches and care-homes, community events and competitions. Charity work, including much fundraising for a range of charities, enables members of the school community to show compassion and love for their neighbour. It also brings an understanding of the work of charities and the lives of people who have a different experience of life. Provision for pupils to look beyond their own perspective of life through the context of international and global links has not yet been re-established. This limits pupils' world view and their chances to become courageous advocates in relation to global concerns and injustice.

The firmly-rooted vision and values underpin the positive relationships and inclusive atmosphere which pervade all areas of the school and its work. The exemplary behaviour of pupils and the school community's natural care and concern for one another, means that everyone feels safe and is safe. Pupils are enabled to explore ideas and to develop and share their own views and opinions. This supports the environment of mutual respect in which it is safe to explore ideas and, where necessary, to disagree well. Bullying and conflict in any form are rare in the school. The concept and practice of forgiveness and reconciliation is well established and comes naturally. This results in a strong sense of fairness and justice. This further strengthens and confirms the affirmative character of the school as a place of purposefulness, calm and care. Positive mental health and wellbeing of all is given a high priority. Consequently, everyone is looking out for each other and no one who is struggling goes unnoticed.

Members of the school community are unfailingly treated with respect and dignity. Pupils understand and celebrate difference and diversity. Effective policies and procedures for this are in place. One pupil summarised their view, saying, 'We just let people get on with being themselves'. Whilst any form of prejudicial language or behaviour is very rare in the school, it is naturally monitored and challenged by pupils and staff alike. Thus, everyone feels welcome and included as an individual who is created in God's image.

Collective worship at the school is engaging, joyful and uplifting. Some liturgy, including the Lord's Prayer, is used each day along with a range of worship songs in which all participate wholeheartedly. Bible readings and stories are used. Pupils listen attentively and have opportunities to reflect and respond to what they have heard. As a result, the school community places great value on times to gather for worship. The Worship Council is becoming more active in evaluating and planning worship. Regular visits by local clergy enhance collective worship. Pupils describe one regular

visitor's exciting, engaging and interactive ways to explore worship. This helps them to see the relevance of the Bible and faith. Key points in the church calendar are celebrated during services, which are often held in the parish church. As candles are lit, at the start of every collective worship, everybody is reminded about each person of the Trinity. At lunchtime and at the end of the school day a pupil in each class will choose and read a prayer. This reminds pupils of the presence of God and of his provision for them.

Religious Education is seen as a core subject in the school and progress is in line with other subjects. Provision meets the national expectations of the Church of England and supports pupils in considering the importance of faith. It is well led through a carefully planned sequence of work. This enables pupils to gain an understanding of Christianity and other faiths. An effective enquiry approach is used which challenges pupils' thinking and promotes the exploration of big questions. Pupils do not yet experience visits to the places of worship of other faiths. Theological literacy, to promote pupils' deeper understanding of the context and contemporary relevance of religious narratives, has not yet been developed.

Headteacher	Ian Shackleton
Inspector's name and number	Peter Coates 937