

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brinkworth Earl Danby's Primary School

Address	School Hill, Brinkworth, Chippenham, SN15 5AX		
Date of inspection	04/03/20	Status of school	Voluntary Controlled Primary
Diocese	Bristol	URN	126390

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

School context

Brinkworth Earl Danby's is a primary school with 146 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school is on a split site approximately two miles apart.

The school's Christian vision

Believe to Achieve

Underpinned by the words from Ephesians 3:17

'Roots will grow down into God's love and keep us strong'

All are inspired to fulfil their aspirations through the associated values of friendship, trust, respect, courage, perseverance and thankfulness.

Key findings

- The headteacher and leadership team have created a vision which is promoting an aspirational, vibrant Christian learning community enabling every member to flourish.
- Collective worship promotes the vision very effectively by enabling everyone to reflect on their behaviour and attitudes thereby placing it at the heart of the life of the school.
- Whilst global issues are explored within the curriculum, this does not enable pupils to feel motivated to engage in social action in order to challenge injustice and inequality.
- There are examples of good practice which develops spiritual awareness across the curriculum but the approach is not consistent across the school.

Areas for development

- Building upon the shared staff understanding of spiritual development, enhance the way in which it is explored and promoted, so that it is consistently developed in a progressive way across the whole curriculum.
- Enable pupils to think at national and global level on issues of injustice and inequality so that they are motivated to act as courageous advocates and engage in social action projects.
- Widen opportunities for pupils to develop a greater understanding of a range of faiths and ways of living in order to further explore difference and diversity.

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 vision for Brinkworth Earl Danby's is having a good impact by shaping and informing the school's strategic direction. As a result, the vision's aspiration and core Christian values have a high profile. It is strongly driven by the headteacher and her leadership team including governors and clergy. The vision is underpinned by the biblical teaching by St Paul. The flourishing tree on the school badge is linked to the flourishing of all under the school's nurturing Christian ethos. Leaders', including governors' self-evaluation of the school is very effective. Issues from the last inspection have been addressed in ways that have enabled the school to make good progress. As a result, six values chosen by pupils have been embedded and the impact of collective worship has been increased. The Open the Book team, including Clergy contribute very effectively to worship. The special welcome and involvement of the local church community in school services enhance the partnership. Collective worship and religious education (RE) are given a prominent role in school development planning. A wide variety of opportunities are taken to successfully create a strong sense of a single united school community. Through working with the diocese and beyond, leaders, governors and staff are given opportunities to develop professionally which benefits all involved. As a result, leaders are kept well informed about current development in church school education.

The creative curriculum is an exciting expression of its vision emphasising the central role of self-belief in achievement. Varied, enriching activities including visitors focussing on the arts are provided across the curriculum. These activities are very effective in engaging each pupil's interests, and imagination thereby enabling all to flourish. Changes are made to the curriculum to meet the needs of every pupil. As a result, attainment and progress for all pupils, including the disadvantaged, are at least in line or above national averages. Staff have a shared understanding of spiritual development which is integral to the whole curriculum. However, there is not a structured plan in place to develop spiritual and ethical awareness progressively across the whole curriculum.

The vision creates a secure and enjoyable place where all are happy in their learning. Pupils describe how they use the value of perseverance and know that they learn from their mistakes. As a result, they are resilient confident pupils determined to be 'the best they can be'. Pupils talk with passion about the need to care for God's world. They are inspired to conserve energy and natural resources at a school level. The curriculum encourages pupils to think at a national and global level. However, this work has not yet had a lasting impact as pupils do not easily articulate an understanding of deprivation and disadvantage. As a result, opportunities to raise ethical issues of injustice and inspire pupils to engage in social action projects are not yet fully developed. Pupils choose to support charities which are 'at the school's heart' such as the local food bank. The use of 'big questions' linked to the curriculum enables pupils to explore their own and others' views in a safe and supportive setting. As a result, pupils are able to develop and justify their viewpoints with confidence and disagree politely.

Pupils and staff have a good understanding of the need to support and believe in one another in line with the vision. As a result relationships are strong. The transition between the two key stage sites is seamless built on the school's outstanding partnership with its parents. Special days when the school community work together create lasting friendships across the age groups. Visits made by the youngest pupils to interact with local elderly residents provide mutual benefits. Mothers' and fathers' day lunches are held in school reflecting the school's inclusive vision. The caring culture ensures staff and pupils are treated with dignity and respect. Opportunities across the curriculum to promote difference and diversity have a good impact. The visit of a wheelchair user and a Paralympian enabled pupils to develop a greater understanding of how barriers can be overcome. Strategies which highlight mental health and well-being were featured during a special week and are now embedded. All know that their views matter and their personal well-being is important to leaders.

Collective worship is inclusive, inspirational and central to daily life. Worship strongly reflects the importance of God's love in the vision. It roots the school's values in biblical teaching. Pupils say they recognise the importance of having courage in their lives. They clearly link this to the story of Moses and the burning bush. They are developing an understanding of the Trinity from learning in RE. However, an understanding of the central role of Communion in Christian worship has not yet been introduced. A range of liturgical responses are used very well, including a reference to the value in focus which enhances their learning. Pupils are developing a good understanding of Anglican tradition such as the Christian festivals celebrated together in church. Times of prayer

and reflection during the day, as well as during worship promote spiritual development very well. Pupils can describe the beneficial impact of prayer at a personal level. Leaders spend time working with the pupils' worship council enabling them to contribute very effectively to planning and evaluations. As a result, pupils lead worship in church and are starting to lead in school.

Religious education is recognised as an inspiring and exciting core subject. It strongly reflects the school's vision by enabling pupils to flourish. The new curriculum plan follows the Locally Agreed Syllabus. It is well balanced in line with the expectations of the Church of England Statement of Entitlement. Teaching, which often includes the use of technology and drama is innovative and highly engaging. Pupils learn about core theological concepts such as salvation linked to the story of Easter. They are able to think deeply, interrogating ideas and making connections which develop their understanding. Consequently, RE makes a substantial contribution to pupils' spiritual growth. Pupils have a good understanding of Christianity as a living and diverse faith. However, opportunities for pupils to gain a good understanding of a range of religions and world views are not yet fully developed. Monitoring and evaluation of RE and worship by governors is thorough and challenging. The subject leader ensures that her professional development is up to date benefitting staff and pupils. As a result, pupils enjoy RE and find it relevant.

Headteacher	Laura Hilliard
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