

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

<b>Brennand's Endowed Church of England Primary School</b>			
<b>Address</b>	Church Street, Slaidburn, Nr Clitheroe BB7 3ER		
<b>Date of inspection</b>	18 June 2019	<b>Status of school</b>	Voluntary Aided
<b>Diocese</b>	Leeds	<b>URN</b>	119474

<b>Overall Judgement</b>	<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>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

Brennand's Endowed is a primary school with 47 pupils on roll. The school has a very low level of religious and cultural diversity and no 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 is in line with national averages. The executive headteacher, who is new in post since the previous inspection, is also headteacher of another church primary school.

### The school's Christian vision

At Brennand's we flourish with family, friendship and faith.

We aspire for everyone to be confident, caring and polite.

'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.' Ephesians 4:32

### Key findings

- School leaders have established a Christian vision which is supported by all members of the school community and which impacts positively on relationships and attitudes at all levels.
- School and church leaders, including governors, are united in their commitment to ensuring pupils and adults flourish. The impact of the vision in enabling pupils to develop spiritually is not yet consistently monitored.
- Collective worship is inclusive and engaging. It strongly represents the family nature of the school. Pupils do not yet plan and lead worship frequently enough.
- Reflection areas are provided around the school but do not yet fully promote spiritual activity.
- RE has a growing profile and is enjoyed by learners. It contributes positively to their understanding of Christianity and other faiths and is helping them to express and share their opinions. Teachers lack subject knowledge confidence in some aspects.

### Areas for development

- Ensure that governors and others in leadership regularly monitor the impact of the distinctive Christian vision and its biblical underpinning in providing for the spiritual development of pupils.
- Review the use of reflection areas, both in school and outside, in order that pupils gain greater spiritual benefit.
- Provide professional development in RE, especially to secure teachers' confidence in their understanding of the Bible and the practices of faiths other than Christianity.
- Pursue links with a multicultural school in order that pupils learn from and appreciate 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**

Pupils and adults do indeed flourish in this school which has placed 'family, friendship and faith' at the core of its vision. The recent review of its vision, which gathered the views of pupils, parents, staff and governors, has focussed everyone's minds about their key purpose to maintain and develop the school's Christian distinctiveness. It has resulted in a vision that is child-friendly, accessible and has its basis in biblical teaching. Pupils particularly speak of friendship, explaining that they are a 'big family' and express their understanding of caring for others by referring to Bible stories such as Jesus healing the blind man and the ten lepers, as well as to 'Jesus sacrificing himself because he cares for us'. Pupils speak of the key words in the vision in terms of 'what we want to be like' and staff say they have been particularly struck by the biblical reference to being 'tender-hearted'. This has resulted in a strong sense of school community, with everyone supporting each other and examples of pupils helping those younger than themselves. The rapidly growing distinctiveness has been visually expressed by the change to the school's logo, designed by pupils to reflect the Christian vision. Pupils say that 'it emphasises that we are a church school'. Relationships and behaviour are of a high standard but it is too early to fully assess the influence of the revised vision on pupils' spiritual development. In addition, although governors work well with school leaders in fully supporting the vision, processes for monitoring its impact are not yet sufficiently focussed and robust.

School leaders have promoted a range of initiatives to strengthen the school's Christian character. The successful introduction of the faith leaders group enables pupils to contribute to spiritual aspects of school life, such as planning and leading collective worship. Parents rightly say that this gives their children insight into spiritual matters. Collaboration with the parish church has grown, not only through the vicar's proactive and regular contribution, but also through events such as the Sunday 'All together in church' events. Pupils visit the church frequently for worship and learning. The headteacher is right in commenting that 'this is how a church school should be'. Reflection areas have been developed around school though their potential has not yet been realised, as pupils say they are intended more for seeking calm than for prayer or reflection. Pupils are involved in community events – for example, they understand that serving tea and cake to church members shows that they are 'caring and polite'. They also learn to appreciate those who are different to themselves, especially through the strong link with Miranda School in India as part of which both pupils and adults have gained from having personal pen-friends. The growing link with a local multicultural school has not yet fulfilled its potential. Pupils show their concern for the wider world by sending their shoes to Africa or supporting the 'Elephants in Crisis' project. They are particularly proactive with their concern for the issue of ocean plastic. These activities give them a greater perspective on injustice and inequality.

Collective worship is engaging and inclusive, enabling pupils and adults to participate and to focus on values associated with the school vision, such as truthfulness and perseverance. Pupils volunteer enthusiastically to act out Bible stories – for instance, the story of Daniel in the lions' den. The use of talk partners helps them to discuss key questions that the stories raise – for example, issues such as why things you do and say matter. Worship includes prayer, song and responses that make reference to the Trinity. A good range of visitors support worship, including the local vicar, the Zephaniah Trust and Bible Explorer. This is widening pupils' appreciation of different forms of worship. The pupil faith leaders plan and lead worship, usually on themes related to distinctive Christian values, and pupils also take a key role in services in church, especially for festivals. However, opportunities for them to lead are not yet frequent enough. Worship is evaluated by teachers, governors and occasionally pupils. Pupils say that their comments 'have been taken on board' and have resulted in changes such as a wider repertoire of worship songs. Parents say they enjoy and benefit from being invited into worship, both in school and in church.

School leaders offer a broad and balanced curriculum with an extensive range of extra-curricular activities, visits and visitors. This supports the school's aim for all pupils to flourish. The majority of pupils attain well and make good progress in comparison with national expectations. The school provides support for learners with additional needs and vulnerable groups make similar progress to other pupils. Interventions for aspects such as speech and language, maths and dyslexia are well supported by both teachers and support staff.

Pupils benefit from well-planned and interesting RE lessons in which they are fully engaged. Pupils are consistently able to share their opinions and to discuss challenging questions. For example, their studies of the Pillars of Islam allow them to offer contrasting views about keeping big promises. Lessons are typically interactive and enable pupils to demonstrate their knowledge, such as in a lesson about Purim led by a Jewish visitor. Teachers' questioning

helps pupils to relate biblical events to their own attitudes – for example, in a lesson about Pentecost pupils explained that ‘the Holy Spirit might give you faith’ and ‘helps you not to do the things you shouldn’t do’. Although teachers engage pupils well in discussion, gaps in their own knowledge sometimes result in them being less confident in responding to pupils’ questions. School leaders and governors regularly monitor standards of learning in RE, but observations of teaching are limited, resulting in a full picture of pupils’ spiritual development and biblical knowledge not always being gained. Steps have been taken to address elements of monitoring and assessment identified in the previous inspection and pupil progress is now individually assessed. However, progress has not yet been fully evaluated, lessening the impact of the process. It is clear that pupils’ increasing knowledge of both Christianity and other faiths is raising their confidence in engaging with matters of faith and belief.



**The effectiveness of RE is good**

Inspection findings support the school’s view that learning in RE is comparable to other subjects. Most learners are making good progress and respond positively to lessons and activities. Changes to the way RE is delivered, including the combined use of the Understanding Christianity materials and the local agreed syllabus, have resulted in improved standards of learning, more focussed feedback to pupils and greater depth in writing.

Executive headteacher	Sarah Healey
Inspector’s name and number	Malcolm Price 627