

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brayton Church of England Primary School	
Address	Brayton Lane, Brayton, YO8 9DZ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Our vision is for everyone to flourish and grow into the unique person God created them to be, in the school community and the wider world. 'Let our light shine'.</p> <p>'Let your light shine before others, so that they may see the good things you do and praise our Father in Heaven' (Matthew 5:16)</p>
Key findings
<ul style="list-style-type: none"> • The headteacher's strong Christian leadership, fully supported by the school community and rooted in the vision 'letting our light shine', is skilfully driving the school's rapid and positive development as a Church school. • The vision has driven bold decisions in developing a curriculum to support the flourishing of all pupils. However there is not yet a shared understanding of spiritual development. • Pupils are enthusiastic about how their vision and value of compassion leads them to actively support charities through fundraising. Their understanding of wider global society and their skills in challenging injustice and inequality through social action projects are less developed. • Collective worship and prayer are central to the school and clearly express the vision and values. Invitational, inclusive opportunities for worship and prayer are well planned. Pupils' involvement in planning, leading and evaluating is limited as is monitoring by school leaders. • The religious education (RE) lead has supported staff in developing an effective RE curriculum that enables pupils to develop an age appropriate account of Christianity and other world religions. It provides a safe space for exploring big questions.
Areas for development
<ul style="list-style-type: none"> • Develop a whole school understanding of spiritual development in order to provide well-planned, meaningful opportunities to support all pupils in their spiritual development. • Strengthen pupils' understanding of diversity through partnerships with the wider global community and enable them to engage in courageous advocacy and social action that goes beyond charitable fund raising. • Enable pupils to lead more frequently in the planning, delivery and evaluation of worship. In order that they can contribute more fully to the spiritual development of the school community.

Inspection findings

This school is a warm, welcoming and nurturing Christian community where all are invited and inspired to 'let their light shine'. The majority of school leaders are new to post since the last inspection. Led by a passionate headteacher and deputy, they have taken decisive action to deepen the Christian character of the school. The Christian vision has recently been reviewed by the whole school community. This ensures that it is right for the local context and understood by all. Pupils and adults talk enthusiastically about how the school values of compassion, forgiveness, courage and thankfulness enable them to live out their vision in daily life. Committed and caring staff ensure all pupils aspire to be the best they can be.

Strong partnerships exist with the trust, the diocese and the local church which have enabled leaders to be well supported in their development of Christian distinctiveness. Recent and relevant diocesan training around the vision and Church school distinctiveness, means that governors know the school well. Expansion of the Church school governor committee to include more governors, monitor the vision and effectiveness of the school as a Church school. Robust systems are in place to ensure leaders, governors and STAR multi academy trust (STARmat) trustees are well informed and accurate in their evaluation of school.

Adults' commitment to pupils' flourishing means that pupils speak confidently, keen to share their opinions and eager to participate actively in school life. A well-planned and tailored curriculum, some of which is planned collaboratively across the STARmat schools ensures pupils make good progress. Staff flourish because they are given freedom and are trusted to tailor the curriculum with local content. The school's Christian vision now drives a robust approach to the curriculum. The Christian vision impacts upon school improvement via staff collaboration and peer support. Leaders at all levels are proactive in sharing new teaching and learning ideas with colleagues in a mutually supportive way. The school works tirelessly to ensure that all pupils can access learning at their own pace, including those with special educational needs and disabilities (SEND). The introduction of new approaches to teaching in mathematics and early reading has heightened aspiration according to the school's vision, supporting all pupils to succeed and as a result progress is improving. Although there are opportunities within the curriculum for pupils' spirituality, staff do not yet have a shared understanding or approach to spiritual development.

Pupils and adults demonstrate mutual respect. This is seen, for example, in the school council. As they live out the vision, leaders encourage and value the opinions of pupils. As a result, pupils are confident to express themselves, to discuss 'big questions' relating to the world, and to take social action through numerous charitable fundraisings. Pupils talk about 'letting their light shine' to help others, such as raising awareness of the conflict in Ukraine and supporting 'guide dogs for the blind'. Social action that goes beyond fundraising is at an early stage.

Staff relationships are strong, caring, and supportive. Good staff mental health and wellbeing is actively promoted. Staff feedback is regularly sought and informs developments. Staff feel valued and respected. Parents speak highly of the school's caring, nurturing ethos and describe it as 'a loving family' giving numerous examples of how the school has supported them. Parents' positive views of the school are reflected in the rising number of pupils on roll.

The school's identity as a Church school is greatly enhanced by its close partnership with the nearby parish church and local organisations. For instance, church members present fortnightly 'Open the Book' sessions, bringing Bible stories to life and making them meaningful. The vicar, who is also a foundation governor is greatly valued. He is readily available to support the spiritual needs of all members of the school community.

Worship expresses the vision and associated values well. It is a moving and important start to each school day. Pupils are inspired to learn from the teachings of Jesus, regardless of their own faith background. This was confirmed by one pupil who explains that although he is agnostic he feels included and inspired by worship. The key elements and traditions of Anglican worship are meaningfully included which helps everyone appreciate the different ways that Christians worship. Pupils explain that the candles lit at the start of worship remind them that Jesus said he was the light of the world and helps them to understand God as the Father, Son and Holy Spirit. One pupil speaks of how they are all encouraged to let their light shine as they enter worship. He shares that together they are one big flame which is a great start to the school day. A child in reception shared a picture showing God holding up the whole world with a light above to guide everyone. 'He has big muscles so that he can hold us all!' Pupils benefit from creative approaches to prayer including prayer spaces in each classroom and outdoors. As a result they are confident to lead spontaneous prayers. Although pupils help with the daily organisation they do not have regular opportunities to plan, lead and evaluate worship. Monitoring of worship by leaders is limited which means they are not fully aware of the impact it has on the school community.

RE makes a good contribution to flourishing and strengthens the school's vision by promoting an understanding of Christianity and a range of faiths. It offers a range of well planned activities and lessons that invite pupils to consider the importance of belief and faith for others and themselves. Pupils see it as a safe space to learn to ask challenging questions and engage in ethical debate. This is evident in a unit of work considering creation and science. Strong RE leadership ensures high quality provision that reflects the Church of England's requirements. Good practice is shared across school and within the Trust. Effective monitoring and evaluation procedures are in place and systems have recently been introduced to enable teachers to know how well pupils are doing.

Information			
School	Brayton Church of England Primary School	Inspection date	24 January 2023
URN	147521	VC/VA/Academy	Academy
Diocese/District	York	Pupils on roll	386
MAT/Federation	The STAR Multi Academy Trust		
Headteacher	Allyson Buckton		
Chair of Governors	Anna Pearce and Wendy Thompson		
Inspector	Susan Thackray	No.	979