

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

<b>Bradfield Church of England Primary School</b>			
<b>Address</b>	Cock Lane, Bradfield, Southend, Reading, Berkshire RG7 6HR		
<b>Date of inspection</b>	26 March 2019	<b>Status of school</b>	Voluntary Aided Primary School
<b>Diocese</b>	<b>Oxford</b>	<b>URN</b>	110007

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</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>Good</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

**School context**

Bradfield is a smaller than average primary school with 164 pupils on roll. Most pupils are of White British heritage. The proportion of pupils who are considered to be disadvantaged is well below national averages. The school has a very few pupils who speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. Since the last SIAMS inspection, there have been four changes of headteacher. The current headteacher was appointed in September 2018.

**The school's Christian vision**

At Bradfield we Learn to Live inspired by Christ.  
With Jesus as our model we are Learning to Live with Courage, Compassion, Resilience and Joy.  
*"I have set an example for you, so that you will do just what I have done." John 13:15*

**Key findings**

- The Christian vision and supporting values enable pupils and adults to aspire to be the best they can be, with Jesus as their example.
- Inspirational leadership of the headteacher is driving forward the impact of the school's new vision and supporting Christian values.
- Strong subject leadership enables pupils to flourish academically in religious education (RE).
- Inclusive, invitational and inspiring collective worship is an effective vehicle used by pupils and adults to explore the school's vision in depth.
- Monitoring of the impact of the school's Christian vision is not effectively supported by governors.

**Areas for development**

- Develop robust systems to ensure effective Church school governance, including training and monitoring systems for governors to better evaluate the school's Christian vision.
- Enhance prayer and opportunities for reflection within the environment so pupils and adults grow spiritually.
- Explore global partnerships so pupils have a wider understanding of Christianity throughout the world.

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

Bradfield has been on a journey. The whole school community unites within the context of their shared Christian vision. Christian values are woven throughout the daily life of the school community. The headteacher is fundamental in delivering this success. Her passion to ensure that both pupils and adults 'learn to live inspired by Christ' has led to the effective implementation of this inclusive vision. Monitoring completed by staff effectively leads to change, thus enhancing the Christian character of the school. For example, the recent development of a set of Christian values. A recent review of the vision was inclusive of all stakeholders and leaders ensured that all voices were heard. Leaders at all levels are united in living out the Christian vision and building loving relationships in the example of Jesus. The whole school community articulates the Christian narrative of their vision. As a pupil said, 'Jesus is the best example of how we should live with each other'.

The curriculum at Bradfield is effective in nurturing the academic success of all pupils. Opportunities to shine academically and socially are paramount. Pupils attain well as a result. Sport is a great passion of the school and pupils explain how they 'cannot be great at everything but will show "joy" in trying their best'. The most vulnerable pupils are well supported as leaders ensure that resources are deployed to meet their needs. Governors place the vision at the heart of financial decisions.

Teachers develop rich experiences for pupils to explore their personal spirituality. A day exploring the Christian values enabled pupils to focus on their interpretation of the shared values in creative art forms. Diocesan training for staff on spirituality is being put into practice as leaders develop a definition of spirituality for the school. Reflection areas in classrooms are widely used to support this. The wider environment at Bradfield is not yet fully used to support pupils and adults on their spiritual journey.

Pupils are passionate about supporting good causes. A true sense of social justice is lived out by pupils at Bradfield. For example, in writing to their Member of Parliament to campaign for the use of medical treatment for a child in the school. Pupils say, 'we love to support things close to our hearts'. There are limited opportunities for pupils to think globally and they do not have a clear understanding of Christianity throughout the world. Leaders ensure that pupils can ask and explore 'big questions' about life. Class Golden Books collect pupils' ideas on these questions. Although serving an affluent area, the school ensures pupils understand and support areas of deprivation nationally. The curriculum enables all pupils to learn from different cultures and backgrounds. Pupils explain how, 'Martin Luther King showed great courage, and all our values, in his work'. Inspired by the teachings of Jesus, pupils aspire to be the best they can be. As a result, pupils serve each other and their local community as worship ambassadors and on the school council.

Pupils are proud of their friends for being worship leaders. Pupils regularly lead worship for the whole school and in weekly classroom worship. Local clergy support planning for class worship and regularly lead whole school worship. Leaders plan worship to include strong links with the vision and to follow the calendar of the church's year. Worship enables pupils and adults to encounter the teachings of Jesus by exploring Bible stories. Space for worship is focused on art work pupils have created. Pupils sing in a marvellously worshipful way. Prayers are read, but there are no spontaneous or natural prayers from pupils or adults. Pupils welcome others to invitational acts of worship with phrases said to gather the community and to offer responses. Anglican traditions of worship are followed closely. An age appropriate understanding of God as Father, Son and Holy Spirit is developed. Pupils and adults speak about the joy they take from worshipping together. Pastoral support from the local church is welcomed and pupils regularly attend services in the parish church.

Behaviour is excellent, and attendance is high. Pupils explain that, 'by following what Jesus said and did, we all get on together'. As such, they truly live out their vision of following Jesus. Recent changes to the behaviour policy ensure that reconciliation and forgiveness are encouraged. Parents say that staff genuinely care for their children. Leaders have developed strong practice to support the mental health and wellbeing of pupils and staff. Trained support staff nurture the most vulnerable pupils effectively, allowing them to flourish.

Staff describe how the newly developed vision allows them, 'to be focused and have clarity of why we do what we do'. Staff see the four values as, 'tools to help everyone in school'. Pupils led an act of worship where sunglasses were put on to become, 'glasses of compassion – how will you see people differently through them?' Leaders are keen to support the wellbeing of adults as they see that this has a great impact on the quality of provision pupils receive. This is valued by staff members. In classrooms children have a set of pebbles which they decorate with their shared values. They access their pebbles when they need support and share them with each other as an act of encouragement.

Self-evaluation is completed by school staff. Leaders do not systematically monitor the impact of the school's vision. Governors lack effective training to develop their understanding of Church school governance. Monitoring of worship is completed by staff and pupils' views are sought through interview conversations.

RE is a key strength of the school. Subject leadership is very strong. The RE curriculum is well developed and 'Understanding Christianity' is successfully embedded. As a result, teaching of Christianity is effective. However, pupils' knowledge and understanding of global Christianity is limited. Pupils think critically and are inspired by RE lessons. They explore key questions with vigour and use well-developed knowledge to challenge ideas and ask deep questions. RE lessons provide a safe and nurturing space for pupils to discuss religious and philosophical ideas. Pupils' knowledge of world faiths is strong. Learning often asks pupils to make comparisons between faiths, which pupils explore with interest.



**The effectiveness of RE is Good**

Thorough school monitoring of RE ensures that pupils are achieving at least in line with other subjects. The most vulnerable pupils achieve highly in RE because of the quality of teaching and learning. Pupils' recorded work in RE books, and that shared learning in class reflection books, is of a very high standard. Teaching and learning is consistently good across the school. Exciting learning opportunities in RE engage all pupils. As one pupil said, 'Our teachers make RE fun and that really helps us learn.' RE has a very high profile as reflected in creative displays around the school. Strong subject leadership is working alongside other RE leaders in local schools to share best practice and moderate pupil outcomes. As a result, all pupils flourish in RE. Governors are not effectively monitoring teaching and learning in RE. Provision for RE at Bradfield reflects the Church of England Statement of Entitlement.

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