

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Broughton-in-Furness Church of England Primary and Nursery School			
Address	Kepplewray, Broughton-in-Furness, Cumbria LA20 6BJ.		
Date of inspection	12. 02. 2020	Status of school	Voluntary Controlled Primary
Diocese	Carlisle	URN	112287

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

Broughton is a primary and nursery school with 103 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. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The nursery school was incorporated in 2018. A new nursery building is due to be opened later in 2020.

The school's Christian vision

'Stand firm in the faith; be courageous; be strong. Do everything in love.' (1 Corinthians 16: 13-14)
We view each child as unique, a gift from God, and value and care for them accordingly and, by our example, we aim to foster in them a respect for, and understanding of, our own faith and the values and faiths of other people. We seek to build, maintain and encourage relationships based on Christian values.
'Dream, Believe, Achieve'

Key findings

- Leaders have created an inclusive, aspirational vision. Founded upon established Christian values and rooted in Bible teaching, the vision drives all aspects of church school improvement. It is fully shared and clearly visible in the distinctly Christian learning environment in which everyone is cherished and encouraged.
- God's love is clearly evident in the highly supportive, nurturing relationships which support pupils, their families and the adults working in school. The vulnerable and those with special needs and/or disabilities are very well-supported so that everyone can flourish and achieve.
- The enriched, bespoke curriculum, designed to meet the needs of the school community, supports pupils' spiritual and personal development very well.
- Engaging collective worship, greatly supported by the strong partnership with the church, inspires pupils and adults. Pupils' knowledge of the life and teaching of Jesus is good. However, their ability to link Jesus' teaching to their own lives is not as strong.
- Effective teaching in religious education (RE) excites and inspires pupils. They gain a good understanding of important Christian concepts and belief. However, their understanding of diversity and difference is less well-developed.

Areas for development

- Enhance and deepen pupils' understanding of diversity and difference by providing more opportunities for them to meet people of different faiths and cultures.
- Ensure that pupils can make explicit links between their knowledge of Jesus' teaching, Christian values and the way they use them in everyday life.

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

Leaders have created a distinctly Christian vision. Evolving from the school's established Christian values and rooted in biblical teaching, the vision is known and agreed by all members of the school family. It is aspirational and inclusive. It precisely expresses leaders' determination to inspire a love of learning through which pupils can transform their own lives. It directs decision-making and through the drivers, which are resilience, respect, success, wellbeing and hope, is the guiding force behind school improvement. This is exemplified by leaders' decision to incorporate the nursery. In extending provision, the school is serving the needs of the community and providing the means to raise standards. Parents confirm that changes impact positively on community and family life.

The rich, creative curriculum is designed to meet the specific needs of the community. Highly effective use is made of the outdoor environment. In partnership with the Keppleway Christian Community, the curriculum provides frequent outdoor and adventurous learning experiences through which pupils build resilience and learn to appreciate the wonder of creation. Pupils have a well-developed understanding of global and local environmental concerns. They know that they can 'make a difference' and seek to do so by, for example, litter picking and reducing the use of plastics. The curriculum expands pupils' knowledge of the world and supports their spiritual, cultural and personal development very well. For example, they sing, learn poetry and play musical instruments, regularly performing in local cultural events. Cross-curricular topics, through which Christian values are threaded, provide repeated opportunities for pupils to explore issues such as the impact of global warming. Pupils explain that they support Cancer Research and other charities because they wish to show compassion to those less fortunate. Developing links with a Christian community in Burundi support pupils' understanding of Christianity as a multi-cultural faith and of issues such as poverty.

Leaders are committed to ensuring that all pupils, including the disadvantaged and those with special needs and/or disabilities, flourish and achieve. This is exemplified by the provision of an additional teacher to provide intervention and support strategies in core subjects such as maths. Parents recognise and appreciate the 'genuine love staff show for our children'. They are confident that all their needs are met within the distinctly Christian, welcoming and purposeful learning environment immediately felt by visitors. All pupils make good progress from their starting points and standards of attainment are in line with those achieved nationally. Pupils are excited by their learning. As a result, they become resilient learners who relish challenge and collaborate well with others. Behaviour is excellent because all seek to apply the school's core Christian values of love and forgiveness. They learn to disagree well, exchanging ideas confidently and treating everyone with respect.

Governors are a visible presence in school. Highly committed and skilled governors support and challenge the school remarkably well. They meet regularly with staff and pupils and engage in reviews of provision. Rigorous monitoring procedures ensure that they know how the vision is being lived out in school. Governors share expertise and skills to support continued school improvement. For example, the RE and collective worship governor supports planning and organises the pupil worship group. Governors have secured strong leadership for RE and collective worship. Both make significant contributions to the school's Christian distinctiveness and to pupils' spiritual growth. Pupils enjoy and are excited by RE. The balanced curriculum ensures that pupils acquire key skills and make good progress. They are inspired by the creative approaches through which they explore belief. They have a good understanding of Christian concepts and beliefs. However, their understanding of other world faiths is not as well-developed. They have limited opportunities to meet people of other faiths and cultures or visit different places of worship. So, although RE creates a safe space for the exchange of ideas, pupils' understanding of diversity and difference is not strong. Issues from the previous denominational report have been addressed and the impact of changes continues to be monitored. Governors ensure that the needs of all pupils are met through the effective use of human and financial resources.

Leaders make highly effective use of partnerships with the diocese and local school clusters. Significant improvements in RE, collective worship and governance are attributed to teacher and governor training provided by the diocese and cluster groups, such as the small schools partnership. Access to nationally accredited training in, for example, Christian leadership, supports professional development and prepares future church school leaders. Staff know that they are valued and respected by leaders and parents. The team works harmoniously together, reflecting the vision and secure in the knowledge that the mental health and wellbeing of everyone is prioritised by leaders.

Collective worship is a valued and integral part of school life. The support of the church is powerful. Although without a vicar until very recently, links have been strengthened. Church members provide 'Open the Book' worship every week. Regular 'Experience' events throughout the Christian year are provided by the church. Both are very much enjoyed by pupils. A Year 6 pupil explained, 'They are really good. You participate and make things which help you to remember the events we celebrate.' Pupils enjoy varied worship experiences provided by visitors such as Jester for Jesus. The support of the Methodist and other local churches provides pupils with a broad experience of different styles of Christian worship. Pupils enjoy worship because they feel included, often helping to act out stories or read from the Bible. Worship planning is thorough. Themes based on Christian values and the teaching of Jesus, are explored creatively. Pupils have a good knowledge of the life of Jesus. However, although they know parables, such as The Good Samaritan, they do not make explicit links between Jesus' teaching about Christian values and how they use these in their own lives. The worship group and other pupils take responsibility for planning aspects of worship in school and in church. Prayer and reflection are key features of daily worship. Pupils know traditional prayers and graces. Although they sometimes write their own prayers, opportunities to use them are not frequent, so they do not deepen their understanding of the purpose of prayer. The impact of daily worship is evaluated by pupils, staff and governors. As a result, worship continues to evolve and improve.

The school is well-placed to move confidently into the future because the Christian vision, which is driving change, is helping to transform pupils' lives and prepare them for future challenges.

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