

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

<b>Brampton 'The Ellis' Church of England Primary School</b>			
Address	Brampton Road, Wath upon Dearne, Rotherham S63 6BB		
Date of inspection	12 February 2020	Status of school	Academy inspected as voluntary aided
Diocese	Sheffield	URN	144197

<b>Overall Judgement</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>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

Brampton 'The Ellis' is a primary school with 511 pupils on roll. The majority of pupils are of white British heritage. A small proportion of 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 below national averages. The school was created in 2014 following the closure of the original junior school. It gained academy status in April 2017 as part of the James Montgomery Academy Trust.

### The school's Christian vision

We aim to

- create and live within a Christ inspired culture of respect and responsibility
- follow Christ's command to love, inspiring and exercising compassion
- inspire the hope and horizons of our children
- express a passion for the word, and for enlivening reading

### Key findings

- The distinctively Christian vision and values promote a school community in which pupils and adults flourish, where there are good attitudes to learning, and pupils have a growing spiritual awareness. The vision statement is not visually prominent enough nor sufficiently accessible for pupils to relate to.
- School leaders, including governors, are effective in guiding the school's progress as a Church school. As a result, pupils are progressing well academically and spiritually, and relationships are good.
- Collective worship is inclusive and engaging. It enables pupils and adults alike to participate and experience worship. It affirms the school values. Pupils have some input into planning and leading though they do not have sufficient autonomy in doing this. Formal monitoring of its impact is more limited.
- RE contributes well to pupils' understanding of spiritual matters and supports the school values. Pupils' subject knowledge is less well developed.

### Areas for development

- Ensure that the school vision and its biblical underpinning are prominent and accessible enough for pupils to engage with and to help them articulate spiritual matters.
- Provide opportunities for pupils to take greater responsibility for planning and leading collective worship, and widen the range of stakeholders involved in monitoring and evaluating its impact.
- Take steps to develop and embed pupils' knowledge of biblical material, so that they can more confidently express their ideas.

## **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**

School leaders have been successful in developing an inclusive community and in promoting the fundamental message that everyone is valued. They explain how this is expressed in the distinctive Christian vision and how it is based on biblical principles, particularly Jesus' commandment in Matthew 22 to 'love your neighbour as yourself'. Pupils learn about this mainly through their understanding of the school's '3R' values – respect, responsibility and resilience – which are regularly and consistently referred to during the school day, as well as in RE lessons and in collective worship. The impact of these values is evident in pupils' good attitudes and in positive relationships. Pupils have a growing spiritual awareness and an emphasis on discussion is helping them to express their thoughts. They are able to make some connections between the values and Bible stories – for example, in describing how Mary and Joseph were resilient in finding a place for Jesus to be born – but they are not confident in giving examples. The vision statement itself is not sufficiently prominent visually and pupils do not easily engage with it. As a result, they are less able to explain how it helps them to make positive choices about how they live and behave. School leaders provide a broad and rich curriculum whilst retaining a focus on reading in line with the school vision. Academic attainment is consistently above national expectations and where there are challenges, for instance with reading in Key Stage 2 or with vulnerable groups, timely and appropriate measures are put into place. In this respect, pupils are flourishing academically. When placed alongside their growing spiritual awareness, the school is successfully 'inspiring their hope and horizons'.

School leaders and governors have together undertaken a thorough and extensive review of the vision and values. They have been well supported in this by representatives from the Diocese and the Academy Trust. The Trust's values complement those of the school and give scope for leaders to develop and maintain distinctively Christian elements. As a result, action plans for school development are rooted in the Christian vision, and this results in pupils beginning to appreciate the differences that belonging to a church school brings, such as the important role of prayer in school life. Although there is currently no vicar in place at the local church, the partnership between the church and school is strong and shared activities are well supported by the school chaplain and by other church members, including the 'Open the Book' team. Pupils enjoy regular visits to the church and the opportunities that this gives them to help lead acts of worship. Some links have been made with other Christian denominations, such as the Salvation Army, though these connections are limited and pupils do not, therefore, easily gain a picture of the range of Christian practice. Through some partnerships, pupils are learning to have compassion for those less fortunate than themselves, for example in supporting the Trust in its work with food banks and the Children's Society through the church Christingle service. The school council has a role in suggesting charitable activities but is not sufficiently developed to become advocates for change.

Collective worship affirms the school vision and values. Teachers refer to the '3Rs' when leading worship and select Bible stories and events to illustrate them, such as Moses leading the people of Israel out of captivity. When they are leading worship, pupils also focus on the values and demonstrate how they can be applied to everyday school life. They explain how famous scientists have modelled resilience and how Christian leaders such as Martin Luther King have promoted respect. Worship is inclusive, engaging and interactive, and provides a space for both pupils and adults to reflect and consider important questions. Pupils participate attentively and enthusiastically. Prayer is a feature of all acts of worship and pupils recite the school prayer and the Grace from memory. Worship is well planned with relevant themes and is linked to Bible passages, for example when learning about parables. Parents appreciate invitations to worship both in school and church, though sufficient space is an issue. They are fully supportive of the school's Christian distinctiveness and say that this results in their children often being keen to discuss spiritual matters at home. Leaders gather the views of pupils in informal ways, but more formal monitoring of the impact of collective worship is limited both in its scope and in the range of people involved. As a result, this area for development from the previous inspection has not been fully met.

The introduction of the Understanding Christianity materials, alongside the Rotherham agreed syllabus, has resulted in teachers becoming more confident in their leadership of RE. Lessons are well paced, encourage discussion, and help pupils to think about their own actions in relation to what they have learnt. For instance, when learning about how Jesus treated people who were ill, pupils could share their knowledge of the healing

of a man with leprosy. They also related it to the school's inclusive vision by suggesting that the leper's social status meant that 'he never felt loved'. This kind of learning also helps pupils to be aware of mental health and ties in with the school's appointment of counsellors, who support both pupils and staff. Pupils learn to show respect for the world by learning about the story of creation and giving thanks to God. In RE lessons and in worship, pupils consider 'what would Jesus do' in a range of contexts. Pupils learn about faiths other than Christianity, notably Islam and Hinduism, and this widens their perspectives. Although pupils have opportunities to consider spiritual issues, they do not have enough subject knowledge to articulate their understanding and they do not readily recall either Bible stories or the practices of other faiths. Access to Bibles is limited and, in some classes, there may not be sufficient dedicated RE curriculum time, although teachers develop pupils' understanding of Christian values through the wider curriculum. Subject leaders monitor teaching and learning in RE through observations and by gathering feedback from teachers. They have developed systems to assess individual pupil progress that are consistent with those used in other subject areas. Monitoring of pupils' spiritual development, in terms of how they discuss and share their views, is less well developed.



ONLY

### The effectiveness of RE is Good

Individual pupil progress is assessed regularly by teachers and assessments are recorded using the same systems as in other core subjects. Attainment in terms of understanding and engagement in learning is comparable to that in other core subjects, and in this sense teaching of RE is effective. However, specific subject knowledge is less well developed.

Headteacher

Alison Benbow

Inspector's name and number

Malcolm Price 627