



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Brant Broughton Church of England and Methodist Primary School**

Mill Lane  
Brant Broughton  
Lincoln  
Lincolnshire  
LN5 0RP

**Previous SIAMS grade: Good**

**Current inspection grade: Outstanding**

**Diocese: Lincoln**

Local authority: Lincolnshire  
Date of inspection: 27 November 2015  
Date of last inspection: October 2010  
School's unique reference number: 120594  
Headteacher: Krysta Parsons  
Inspector's name and number: Fiona Griffiths 705

#### **School context**

Brant Broughton Church of England and Methodist Primary School is much smaller than the average school. The 89 pupils come mainly from the surrounding area and the large majority are from White British backgrounds. The number of pupils in receipt of pupil premium is below the national average. The proportion of pupils who require additional support is in line with the national average. A breakfast club is held each morning for the pupils. The school is linked with St Helen's Parish Church and Navenby Methodist Church.

#### **The distinctiveness and effectiveness of Brant Broughton Church of England and Methodist Primary School as a Church school are outstanding**

- The leadership skill and vision of the headteacher, staff and governors in promoting and achieving a clear and distinctive ethos based on Anglican and Methodist traditions.
- High quality relationships throughout the school community which are nurturing, inclusive and reflect the school's Christian values.
- Christian values which are owned by everyone, make a significant impact on all aspects of the school and inspire children and adults to be the best they can be.
- Collective worship is of a high quality, inspiring a positive response from learners which enables them to relate experiences of worship to their daily lives.

#### **Areas to improve**

- Develop classroom environments to include areas where spiritual reflection can take place.
- In addition to the highly effective religious education (RE) weeks, demonstrate that RE has a high priority in all thematic project planning.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

This is a very happy and deeply caring school where Christian values such as equality and respect permeate all aspects of the school's daily life. These values and the school's Christian foundation are celebrated at every opportunity. This is evident throughout the many themes and activities planned during the school year. They are all a factor and strong influence in the outstanding level of learner's spiritual, moral, social and cultural (SMSC) development. Across the whole school curriculum the needs of all learners are met, ensuring all can access and benefit from the full range of activities. The learning environment is rich and creative allowing for individual expression and personal growth. Learners see themselves as valued members of the school. High quality teaching and learning experiences enable all groups to achieve and make good and for many outstanding progress. Learners visibly thrive in this environment and strive to be 'the best they can be'. Behaviour is exemplary. Attendance is above the national average and exclusions are rare. Pupils are proud to be members of this school. The outdoor space is highly effective in promoting a love for God's wonderful world. All members of the school community see their school as a 'big family' and enjoy supporting and helping each other at every opportunity. This is especially so through the influence of collective worship and RE. Parents value the Christian ethos of the school. They praise the school's pastoral care, its inclusive nature and the tolerance and kindness which reflects the way pupils are allowed to express themselves. The school has both national and international links which have been developed since the last inspection. On a recent educational visit to a London school, one pupil said on meeting a pupil from the Muslim faith, 'we were different but the same because we could both play together'. These encounters enhance learners' understanding of their place in the world and richly support their spiritual development. Learners enjoy RE and respond enthusiastically during lessons and RE themed weeks such as the 'Life in Technicolour' week. They are able to clearly articulate clear Christian concepts.

### **The impact of collective worship on the school community is outstanding**

Daily collective worship is central to the life of the school community. Pupils understand that worship and prayer are an important part of school life which extends beyond collective worship. They readily join together in prayer at lunchtime and at the end of the school day. Collective worship enables the pupils to reflect on 'the leader in me' approach to daily experiences. Pupils whole-heartedly sing to the iSing songs they have recorded and performed in a community setting. They sing with a passion which allows for a sense of occasion and gives atmosphere to a very special time of the school day. Excellent delivery by the pupils impacts on all ages and reaches out to the adults present. The strong focus on prayer contributes significantly to pupils' outstanding level of spiritual and moral development. During the 'opening the box' ceremony, pupils demonstrate their understanding of The Holy Trinity through their knowledge of God the Father, Son and Holy Spirit. Pupils enjoy collective worship in different settings with worship leaders from the school, church and the wider community. The popular welcome service celebrates the joining of new pupils into the Christian life of the school. The outside environment is used extremely well to enhance the pupils' ability to reflect on the Easter story. The school acknowledges that reflection is an area to develop further within each classroom. Pupils value learning together and listening to others' ideas. In Years 5 and 6 they speak enthusiastically of their role in planning and delivering collective worship and the support they receive from the Bishop's Visitor. Two pupils each week reflect in writing on their experiences giving 'warm' comments on their understanding and fulfilment of the worship they have received. This regular involvement of pupils in the evaluation process ensures worship remains vibrant and relevant. Regular services at church richly contribute to their experiences of worship and their understanding of Christian belief and practice. Parents praise the positive effect worship has on their children and themselves and their enjoyment in attending the celebratory worship on a Friday afternoon. Worship is a family occasion and older pupils sit in a horse-shoe surrounding the younger pupils. Pupils encounter what it means to be part of the wider Anglican and Methodist communion through visits to the Parish Church and participation

in workshops at Navenby Methodist Church. Year 6 pupils annually attend Lincoln Cathedral for the Church Schools' Festival. Parents and governors speak of valuing these occasions and the impact this has on their children's lives.

**The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher's leadership and vision in promoting and strengthening the Christian foundation of the school is highly effective. In this she has the full support of the governing body and senior teacher. They work with commitment and energy acting as exemplary role models to promote and realise the school's mission and aims. Christian values are embedded in policy and practice and throughout the school there is a strong sense of teamwork and friendship. Equal opportunities for all are rigorously applied across the whole school in all areas of the curriculum. High quality teaching and learning experiences ensure that achievement and progress throughout the school is of a high level. Pupils' personal development and well-being are a priority and great care is taken to provide for all areas of development across the whole curriculum. Strategic planning and evaluation of the school as a church school by leaders is constantly improving. It is effectively used to maintain the momentum of school development. Foundation governors make a particularly valuable contribution to this through their regular visits. Arrangements for religious education and collective worship meet statutory requirements. Development areas from the previous inspection have been addressed. They continue to make a significant impact on the leadership of collective worship and RE. Collective worship and RE enjoy a high status with a recognition that RE planning within the thematic approach is to have a greater profile. Pupils have participated in The British Council's Commonwealth Class project to gain further understanding of living in a multi-cultural world. The school enjoys close and mutually supportive links with both the Anglican and Methodist Churches. The strong partnership with parents is well illustrated through their involvement in daily school life. The staff and governors value the support of the Diocese, particularly in ensuring future leadership appointments maintain and develop the outstanding Christian ethos and current practice. The governors continue to appoint members of staff who will support the work of the school as a church school and provide them with leadership training. The school is highly regarded within the local community and does much to widen its links and promote social cohesion.

SIAMS report November 2015 Brant Broughton Church of England and Methodist Primary School, Lincoln LN5 0RP