

Brant Broughton Church of England Methodist Primary School

Mill Lane, Brant Broughton, Lincoln, LN5 0RP



SIAMS SEF 2020/21

All achieve, All believe, All create, All a
family

With the world as our parish, we evolve as a family so that children and adults flourish. Through a Christian lens, we all develop the skills, knowledge, hope, compassion and aspiration to be active in our local and global communities, celebrating, exploring and living life in all its fullness.



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See: <https://www.brant-broughton.lincs.sch.uk/> for the school website home page and video called, 'What Makes our School Special'.

We are a small village primary school in the heart of Lincolnshire with around 80 pupils on roll. They are taught in four mixed age classes by an outstanding team of dedicated professionals who seek to nurture and develop the pupils in their care. We believe that we are an example of an Excellent church school for the reasons outlined below.

The vision of our school is central to all that we do, supported by our six Christian Values of Friendship, Endurance, Responsibility, Honesty, Thankfulness and Respect. These are developed through Collective Worship led by the Headteacher with the aim of helping children and adults to put the teachings of Jesus into their everyday lives. The impact of this clear vision has enabled leaders across the school to continue to develop this in weekly Class Worship sessions and enabled older pupils plan and lead the whole school worship also on a weekly basis. The involvement of a range of leaders ensures that everyone sees the values and vision of the school as central to all that we do. Reflection is a key part of this. The impact of the 'mirrors, windows, doors' approach to spiritual development adopted by school, enables us all to explore inner thoughts, consider the world around us and our responses. The adoption and development of our vision in partnership with St Helen's Church, Brant Broughton and the Joy Foundation ensures external support for our vision with other agencies.



The vision of our school spills over to have a huge impact on our creative, aspirational and global curriculum. All project learning is based on one of the United Nations 17 Global Goals of Sustainability. Children develop and grow their understanding of the importance and significance of these goals as they move through the classes in our school and begin to realise that they can be agents of change locally, nationally and globally.

Examples of this can be found from the Reception/Year 1 class (Polar Bears) studying the goal of Clean Water and the work of Water Aid; then collecting over £600 worth of sponsor money for the

charity by completing a sponsored walk between school and the church. The Leopards Class (Years 1 and 2) worked on the goal 'Decent work for all' and worked on a project called, 'Does Chocolate Grow on Trees?' developing their understanding of Fair Trade. The White Tigers class (Years 3 and 4) studied leadership in their Archbishop of York Young Leaders Award in the summer term. "The Archbishop of York Young Leaders Award is proving that even if you're young, you can still make a difference as a leader," said Oliver, a member of White Tigers class. Another pupil, James, said that his favourite bit was delivering the speeches to his class to try and persuade them that the charity he had researched was the best one for his class to support. He said that he had learnt from the leaders he had studied that you can be encouraged by others to "help make a difference to others".



Teacher Mrs Rachael Simeoli said: "The children have been passionate and driven in their tasks. Our school is a little rural setting and our children are looking outside of this bubble to the big wide world through our global-focused curriculum. They loved the quote from Greta Thunberg who said 'change is coming' and Brant Broughton Children are going to make sure of it!"

The Pandas Class (Year 5 and 6) examined, 'Where is Home?' reading a novel about refugees and then undertaking a sponsored sleepout under the stars on the school field to raise money for charity. Refugee Jack, said, "At one point I did some sketching to take a moment away from the hustle and bustle of the evening. This helped me to reflect on the tricky times other refugees might be going through while moving or living away from their home."

All of this is taking place during a global pandemic. The resilience of staff and pupils ensures that exciting, imaginative and meaningful learning continues. School attained the Global Neighbours Bronze Award during this academic year and remains committed to achieving Silver next year in order to further our understanding of other parts of the globe and to continue to understand that we can all make a difference. We believe that this sets us apart from many other schools as an outstanding example of a Church school ensuring vision supports the character and moral development of all pupils, developing pupils as courageous advocates for change in their global community.

Governors and staff work hard together to develop the strategic direction of the school having developed the vision together. We started from the skills, knowledge, hope, compassion and aspiration that we wanted our pupils to have and developed our values together with support from pupils and parents. The school badge followed and the Methodist links to the Four All, with our own version developed by pupils: All Achieve, All Believe, All Create, All a Family'. The impact of this organic and collaborative approach as meant that pupils and adults can articulate their **beliefs** in: our potential as individuals and our positive impact on the world. Pupils and adults articulate our **creation** of caring relationships within school and beyond. All can articulate our understanding of our '**family**' – that we share good times and bad together. Stakeholder survey results in July 2021, overwhelming point to the family, community atmosphere and the emphasis on 'all' and our Christian Values as strengths of our school.

The impact of our work with parents/carers and with outside agencies has resulted in many success stories, such the development of the KidsSkills strategies which the Headteacher and one of the Teaching Assistants led following attending training together. This strategy was used most effectively supporting a troubled new pupil who joined our school in Year 6. After a term and a half, we were at five temporary exclusions for disruptive and aggressive behaviour. Following implementing Kids Skills, he became a symbol of hope for others, taking pride in his school work and relationships. It is a testament to change in attitude, that his classmates and staff celebrated together with him. This and many other incidents of our considered approach with individual pupils led to our application for the Caring2Learn award. Our submission consisted of 29 chapters documenting a multitude of examples of good practise that our school community have experienced that make us feel proud. The different domains of the award are: Ethos and leadership, a child-centred approach, working together with carers, working together with other settings and professionals. The experience of applying for the award highlighted areas that we can enhance such as continued work on the restorative approach we find very effective in our school. A recent survey of the children in our school showed what a seemingly happy school we have. The multi-agency approach of Caring 2 Learn is incredibly powerful and is a key strength of the project. We will welcome feedback from the award so that we can continue to improve our practice to make an even bigger difference.

With the outstanding support received from governors and the Diocese, the leadership of the school remains focused on the wellbeing of staff and pupils, particularly during the challenges of the pandemic. Staff support each other in ways that cannot be measured. The low levels of staff absence and the positive atmosphere around school are reflections of the morale that make the environment in school so special. The children feel and reflect this too. They take opportunities in Worship time, on playgrounds and in classrooms to consider carefully the thoughts and feelings of others including the adults around them. Children out of school during the recent lockdowns, received regular personal phonecalls from the leaderships team and class teachers to ensure that they felt part of 'us', over 60% of families felt that we 'exceeded expectations'. During the second lockdown, daily Collective Worship continued on Zoom with over 90% of pupils attending daily. The impact was that our vision was easily re-established on our return to 100% attendance.

School receives most children from our local village but has a varying percentage of Traveller community pupils. Over the last few years, we have worked hard to engage with these families, inviting parents in and with staff visiting the local site. Pupils have worked with EMTET to present 'traveller awareness' workshops to their classes ensuring respect for different lifestyles across school. Attendance levels for Traveller families have been on a rising trajectory for the last to over 80%. Exclusions from the Traveller community have been at 'zero' for the last six years.

The inclusivity of the 'all' aspect of our vision, lived out in classrooms, playgrounds, staff room and corridors of our school, reflect our Church of England and Methodist foundation. 'All' is commonly heard around school – the impact can be seen and heard daily. One of the children pointed out that they really liked the new Power Maths scheme because the children on the pages included people of different ethnic origins and one was in a wheelchair, they felt that this reflected 'all' very well and fitted our school. The key theological text that children know reflects their school is attributed to Wesley, "Do all the good you can, By all the means you can, In all the ways you can, In all the places you can, At all the times you can, To all the people you can, as long as ever you can."

July 2021