

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Breadsall Church of England Voluntary Controlled Primary School

Moor Road,
Breadsall,
Derby,
DE21 5LA

Current SIAMS inspection grade	Outstanding
Diocese	Derby
Previous SIAMS inspection grade	Outstanding
Local authority	Derbyshire
Date/s of inspection	02 February 2017
Date of last inspection	16 March 2012
Type of school and unique reference number	Voluntary Controlled 112805
Headteacher	Rachel Payne
Inspector's name and number	John Clapham (775)

School context

Breadsall is a smaller than average primary school serving the city of Derby as well as the Derbyshire village in which it is situated. The school is in close proximity to the parish church, and enjoys a mutually supportive relationship with them. The proportions of pupils eligible for the Pupil Premium (those eligible for free school meals or who are in local authority care) are below the national average. The proportion of disabled pupils and those who have special educational needs are below average. Almost all pupils are from White British backgrounds and speak English as their first language. The school is regularly oversubscribed and has 112 pupils on roll, which is the maximum for the site. Plans are in place for relocation to new premises in 2018.

The distinctiveness and effectiveness of Breadsall as a Church of England school are outstanding

- Breadsall school is a happy, inclusive, caring environment where every child is nurtured to fulfil their potential as a child of God.
- Children's broad learning experiences, including in religious education (RE), contribute very effectively to their spiritual, moral, social and cultural development.
- The school is well led at all levels. School leaders and governors share a clear picture, through astute monitoring and evaluation, of where the school is as a church school, leading to continued progress.
- The school enjoys exceptionally strong partnerships with the parish church, with a high level of support and collaboration that clearly benefits the whole community.

Areas to improve

- Involve all stakeholders in ensuring school values are deeply embedded and articulated as distinctively Christian.
- Identify opportunities across the curriculum for children's spiritual development.
- Develop children's understanding of a range of Christian traditions both locally and around the world.

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

Breadsall is a caring, inclusive school, where God's love is demonstrated to the community through strong relationships and genuine care for children and families. Displays around school promote the Christian ethos, which is also made clear through school documentation, including the website where the church school ethos shines through. Exceptionally strong links with the parish church impact positively on the whole life of the school. As one member of staff put it, 'Church adds another dimension to life at school - it creates a family atmosphere.'

Distinctively Christian values and a shared Christian ethos were strengthened and given a high profile when the head teacher first came to the school five years ago. This has not yet been revisited due to a desire to relaunch the Christian values and ethos as part of the planned relocation to a new building. The impact of this delayed revisiting is that not all members of the school community are able to articulate what makes the school's values distinctively Christian, nor is everyone able to relate this to the teachings of Jesus and understand the impact that this has on the whole life of the school. As an example, the school engages the children in a wonderful intergenerational project with the church to develop respect for older members of the community. This builds well on the school value of respect, yet the links are not clear and so the impact on the school's distinctively Christian values is not as strong as it could be. The outward looking children have also made a real difference beyond their immediate locality with a huge range of charity fundraising initiatives, although opportunities have been missed to explicitly link this with values such as thankfulness, compassion and generosity. The children and church have worked together closely on a recent toilet twinning project in Africa, and are proud of the difference that they have made together. A whole range of activities, partnerships and initiatives promote social responsibility, including a recent project involving parishioners on food waste, a focus on stewardship in RE, and the anti-litter posters produced by children that are displayed around the village. The creative, enquiry led RE curriculum gives many opportunities for children to become reflective thinkers. Recent work on exploring Christianity has already begun to support children in understanding Christian beliefs and the relevance of this to their lives. Through this, children are beginning to make links between the school values and their understanding of Christianity, although this is not yet consistent across the school. Children have a developing understanding of Christianity beyond their local community, but do not yet fully understand Christianity as a multicultural world faith. Children enjoy RE, and have a strong understanding and respect of other religions. As one child said, 'RE is important in our church school because we need to learn to respect other people's beliefs as well as our own.' Children feel that their voice is heard, and listen to each other. They generally enter school with high aspirations, and these are nurtured and fulfilled as each child moves through the school. As a result of this, all groups of children make good progress across the curriculum. Parents speak highly of the school and its impact on the community. They overwhelmingly report that their children want to come to school and are keen and motivated to learn. As one parent noted, 'This school is like a big family where everyone cares for and helps each other.' Behaviour difficulties are rigorously and consistently followed up and well documented.

The impact of collective worship on the school community is outstanding

Collective worship continues to have a high profile in the life of Breadsall school; children value collective worship, respond positively and contribute willingly. This contributes to the ethos in which children thrive, succeed and are happy, and influences the thinking and day to day actions of the whole school community. Children's wide ranging achievements are celebrated, with thanks given to God in acknowledgement of His gifts. The planning of worship includes weekly PHSE links so that themes can be developed in the classrooms and related further to the children's lives. A Christian value is explored each half term, and the school has begun to make links to these throughout the curriculum. The staff work hard to make collective worship relevant and engaging, with time given for reflection and a clear focus for personal application. Children listen and participate respectfully and with a sense of wonder, and are developing a positive respect for difference and diversity. Collective worship is well planned around biblical material and Christian teaching, and children are developing a good understanding of God as Father, Son and Holy Spirit. All teachers lead collective worship, and all staff participate daily wherever this is possible. Children, particularly in Key Stage 2, have opportunity to be involved in the planning and delivery of collective worship on a weekly basis. This is greatly valued by the children, who also welcome the feedback given to them following involvement in leading worship. This fits well into the comprehensive monitoring and evaluation cycle for collective worship, which involves members of the whole school community and drives the continual change and improvement. Prayer is valued and part of the daily rhythm of the school. A child noted that, 'Prayer is important because we can talk to God and thank Him for everything.' Prayer boxes in the hall are well used, and the use of these prayers in both church and school has helped children see the value that the school attaches to prayer. Children are developing an understanding of simple Anglican liturgy and practice. Children and parents value the partnership with the church community and collective worship held in church is well supported by parents and parishioners.

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

Breadsall school is well led at all levels and has made a great deal of progress since the last inspection. The head teacher's vision for well-rounded children who make an impact on their community both now and in the future is driven strongly by the school's Christian values. These values are genuinely lived out by the head teacher and her team, with care and compassion at the heart of the work of the school. The RE and collective worship subject leaders have worked exceptionally closely with the link foundation governor to monitor RE days and collective worship, including an RE and diversity learning walk. Monitoring and evaluation is well planned strategically, with targeted actions in place to continue to move the school forward. Self-evaluation involves the whole staff team, giving staff and governors a clear picture of the strengths and areas for development as a school. Individual feedback given to staff and general points for whole school development are clearly impacting on the quality of provision across the whole school community. RE and collective worship are prominent and regularly prioritised within the school improvement planning process, maintaining a strong focus on meeting the needs of all learners. RE is led well, and the RE subject leader works closely with the governing body and reports regularly to them. Governors freely give time, encouragement and support in all aspects of school life. They take an active role in supporting the head teacher and senior leaders in school self-evaluation and strategic planning. This was an area for development in the previous inspection and has now been fully addressed. Strong partnerships exist between school and church, enriching the lives of both, with a large number of the congregation involved in school life. This was described by the vicar as a, 'positive, healthy relationship between school and church'. The thriving church-run after school club is well attended and impacts positively on the Christian ethos of the school. Parents also appreciate the 'superb association with the church', with some citing this as their reason for selecting the school. Joint events are well attended, and parishioners offer practical support to the work of the school. The professional development of all staff and governors is planned strategically, and the school have engaged positively with Diocesan training. This focus on developing each member of the team ensures that not only are staff and governors equipped to carry out their current roles successfully, but are also empowered to be leaders of the future.

SIAMS report February 2016 Breadsall Church of England Primary School DE21 5LA