

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Breamore Church Of England Primary School | | | |
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| Address | Salisbury Road, Breamore, Near Fordingbridge, Hampshire, SP6 2EF | | |
| Date of inspection | 27 March 2019 | Status of school | VC Primary |
| Diocese | Winchester | URN | 116275 |

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| 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 | Excellent |
| Additional Judgements | The impact of collective worship | Grade | Excellent |

School context

Breamore is a primary school with 115 pupils on roll. The majority of pupils are of White British heritage. 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 in line with national averages. The school is one of two village primaries which form The Forest Edge Learning Federation. There is a Federation Executive Headteacher and a Head of School. The school had an OFSTED inspection in March 2019, the draft report of which was taken into account during this SIAMS inspection.

The school's Christian vision

A foundation for life

'You will know them by what they do' Matthew 7:16

As a church school, the principles of the Christian way of life are implicit in all we do. We are an inclusive school where children come first. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all our pupils.

Key findings

- Led by a deeply caring and forward-thinking executive headteacher, the school gives every member of this cohesive family a secure and nurturing foundation for life. As a result, all pupils and adults flourish.
- Mindful of its rural setting without significant diversity, the school is exceptionally proactive in engaging with a broad range of opportunities and partnerships. Pupils speak passionately about the importance of inclusion and celebrate religious and cultural diversity.
- Cherishing the dignity of each person is at the forefront of every strategic decision. Relationships are excellent and Breamore truly is a school where people are valued, loved and known 'by what they do'.
- There is a highly effective partnership with the church; opportunities for meaningful spiritual growth and reflection abound.
- Collective worship is deeply Christian and full of invitational opportunities for pupils and staff to reflect and pray. Worship is viewed as the heartbeat of the school although opportunities are not always maximised to involve parents, families and the wider community in school worship.

Areas for development

- Enable monitoring of the impact of the Christian vision, increasing opportunities for pupil feedback so that everybody's voice informs self-evaluation.
- Enable parents, families and the community to be part of the worshipping life of the school so that the impact of Breamore's Christian vision and values becomes even more far-reaching and understood.

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

Everybody describes Breamore as a 'family' and all members of this 'family', guided by the executive headteacher and vicar, have established a Christian vision which is utterly appropriate for the school's context. Deeply motivated by the fact that we are 'known by what we do', pupils are passionate not only for their own high personal aspirations but also for the positive impact which they want to make on society. Their desires for the future include 'to bring happy times to the world' and 'not just to be sympathetic but truly to show compassion by standing up when things are not right'. A member of staff, echoing the words of all others, said that the Christian vision and the pupils' constant example has 'nurtured me to become what I truly believe is a better version of myself'.

Governors and staff are utterly committed to inclusion, which is at the heart of the vision. There are a high proportion of pupils with special educational needs and a number of pupils who face significant pastoral challenges. Through nurture, targeted emotional support and engagement with a wide range of specialist agencies, all pupils thrive. Governors have made courageous financial decisions to ensure that every pupil is appropriately supported and thereby given the best foundation for life. All groups of pupils make very good progress and the outcomes for vulnerable learners are in line with, or sometimes above, national statistics.

Parents are universal in their unstinting praise for the school where they feel that every child is 'celebrated as an individual'. Parents strikingly recall the school's opening question when they first visited, namely, 'What will we need to do to fully meet your child's needs?' A parent whose child has spent lengthy periods of time in hospital said that the school has accommodated every need for her daughter, 'which has given her the foundation that she requires'. Exploring 'faith in action', by considering how the school's vision and Christian values are lived out by people, is a core part of the curriculum. Inspired by people including Malala Yousafzai and a parent at the school who is involved in a charity for refugees, pupils have themselves instigated putting faith in action. They have raised funds to support the hospital where their fellow pupil receives treatment and they visit a local residential home for those with dementia. Following one of the pupils' visits, the husband of a patient in this home said, 'That's the first time I have seen my wife join in with anything for two years; thank you.'

Breamore is a very outward-looking school which highly successfully enables pupils to learn about and experience a broad variety of cultures, traditions and beliefs despite low religious and social diversity in the local area. Pupils confidently and respectfully talk about visits to a mosque and a synagogue and enjoy sharing what they have learned about Sikhism from a Sikh who visits school. Pupils in Key Stage 2 regularly watch and discuss the BBC 'Newsround' programme. This, along with a creative, innovative curriculum, which purposefully focuses on social and environmental issues, has galvanised pupils into taking action to address challenges facing society. As part of work about fair trade, pupils wrote to the company which provides hot meals for the school, encouraging it to switch to using fair trade bananas. In reply the company wrote, 'You will find that the bananas you eat in your school are now fair trade. In addition, we have switched to fair trade bananas for 66 other schools.' The school's eco warrior group has successfully canvassed a number of local businesses to stop using plastic straws, enabling Breamore's award as a Green Flag Eco-School. Pupils' actions have also led to the school being accredited by Christian Aid's Global Neighbours' programme, partly in recognition of Breamore's support for a school in Uganda, undertaken in conjunction with the local deanery. Pupils and adults confidently link all of these actions to living out the school's Christian vision and the desire which the vision instils in them to proactively make a positive difference. As governors commented, 'Our vision is not just skin deep; it is embedded. It is alive in who we are and what we do.' However, systems to capture everybody's feedback about the impact of the vision, including that of pupils, are not yet securely embedded.

Collective worship is valued as a special time by pupils and staff. The quality and worshipful nature of pupils' singing is exceptional and moving. Worship is deeply Christian and inspiring. In preparation for Easter, pupils have reflected on how heavy it must have been for Jesus to carry the cross. They have developed this to considering the 'crosses' or 'challenges' which others carry in their lives and how people can be helped to make these lighter. Pupils respond with maturity, respect, care and compassion to such thought-provoking and challenging questions. Worship often includes a spiritual opportunity for those present to offer their own prayer or reflection if they so wish. Pupils and staff value this and its invitational nature. The vicar and church team regularly lead worship. Pupils describe worship

as 'fun', 'important' and 'a special time when everyone comes together to help us to be even kinder people'. There are, though, limited opportunities for parents, families and the community to join worship.

All areas to improve from the previous SIAMS inspection have been met including improving opportunities for spiritual development. The school has a shared understanding of spirituality which underpins all aspects of school life. Pupils in Years 5 and 6 speak enthusiastically about their visits to nearby Breamore Mizmaze; the role of such a labyrinth in spiritual development throughout history and how energising they find opportunities to pause and reflect.

Religious education (RE) is very well led and the school has a close working relationship with the diocese. Staff from other schools have visited to see the effective practice. Pupils enjoy RE. They say this is because RE is taught in ways which are engaging and often cross-curricular. Pupils in Years 3 and 4 are 'very excited' as they create sophisticated animation videos of the parables while pupils in Years 5 and 6 have drawn stunning art work depicting how the messages from biblical stories are still important in contemporary life. Pupils explain how a picture drawn from the perspective of the top of spectator stands at a football match shows that, 'Christians believe that God has overview of everything and that, regardless of the match result, he knows his plans for us all.' In these ways RE is securing an understanding of faith; this is a central element of Breamore's Christian vision.

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| Executive Headteacher | Emma Clark |
| Inspector's name and number | Neil Revell 894 |