

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bromesberrow St Mary's Church of England (VA) Primary School

Vision

'Shining Together, We Reach for the Stars'

We are inspired by the example of Jesus, described as being 'The Light of the World' because of his messages and actions of love and hope. Through nurturing values like this, including kindness, respect and cooperation, our whole school community (children, staff, governors and parents) aim to shine brightly together, to benefit each other and the whole world. Our Christian distinctiveness underpins these core values and vision.

'You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

(Matthew 5:15-16)

Bromesberrow St Mary's Church of England (VA) School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The school is a beacon of light, acceptance and hope in this community. Lives are transformed because of the school's Christian vision.
- School leaders and staff are wholehearted about working together to provide a curriculum which enables pupils to flourish holistically. This common purpose is strengthened through effective partnerships with the Primary QuEST multi-academy trust (MAT) and the Diocese of Gloucester.
- Bromesberrow St Mary's Primary School is a place where people are welcomed, cared for and feel safe. In this nurturing environment sparks of self-worth and aspiration are kindled, enabling pupils and adults to shine brightly.
- Collective worship is a precious time of spiritual refreshment when the school community comes together as one. It imbues feelings of belonging and calm.
- School leaders have carefully designed a curriculum for religious education (RE). It enables pupils to become increasingly curious and respectful as they learn about religious and non-religious worldviews.

Development Points

- Strengthen teaching and learning in RE so that pupils are more able to remember what they have learned. This will deepen their understanding of religious and non-religious worldviews in all their diversity.
- Develop the curriculum with more explicit time for pupils to consider current and historic issues. This will empower pupils by giving them further opportunities to consider justice and make ethical choices.
- Provide more opportunities for spontaneous prayer to enhance pupils' spiritual development and wellbeing.



Inspection Findings

The school is a wonderful haven where pupils and their families are warmly welcomed. It is also a place that fuels ambition, enabling pupils to 'reach for the stars'. Devoted school leaders and staff work resolutely together to make the Christian vision a life-changing reality. Pupils learn how to live and learn well through regular reference to the school's core Christian values. These values are respect, co-operation, pride, perseverance, motivation and kindness. They are intentionally chosen so that pupils strive for the best in themselves and recognise the good in others. This small rural school community works effectively with partners such as the Diocese of Gloucester, the parish church and other local schools. It has recently joined the Primary QuEST MAT whose Christian vision, 'flourishing together through life' upholds that of the school. These partnerships connect adults and pupils to a wider network of people. Opportunities to learn together are mutually beneficial. Leaders, including governors, the trust and staff, share in professional dialogue and training. This motivates an enthusiasm for teaching and develops expertise. Pupils benefit from shared activities, such as sports, with pupils from other schools. This opens their 'world' of experience, extending their understanding and respect for those with different ways of thinking and being. Leaders have effective systems in place for evaluating how well pupils are flourishing academically, spiritually, socially, emotionally and physically.

School leaders are tenacious in securing bright futures for their pupils in this small, rural community. The environment is inspirational, and expectations are high. Staff work relentlessly, enabling pupils to establish solid foundations for learning so that they can shine. Time is given within the curriculum for pupils to learn strategies which contribute to good mental health. Vulnerable pupils and those with special education needs and/or disabilities (SEND) thrive in this emotionally secure and ambitious atmosphere. Pupils develop spiritually as they learn to recognise their feelings and those of others. They use a language of 'ows' and 'wows' to talk respectively about painful and wonderful life experiences. Leaders ensure that spirituality is central in the curriculum. Pupils benefit spiritually from moments of reflection, 'now' moments, as they are learning in all subjects.

Collective worship is a cherished time of spiritual peace and joy at the beginning of each school day. It is a powerhouse of light and love as adults and pupils in all their diversity come together, equally valued. There is a comforting pattern for collective worship which allows people to be still and at ease. It includes a welcome and a shared prayer such as the Lord's Prayer. The Christian vision is deeply apparent as spirits are raised in song and they glow with joy and enthusiasm. The pupil worship team are entrusted with a vital role by regularly leading worship in partnership with an adult. Their contribution has a powerful impact on people's spiritual growth as they encourage people to reflect and share in prayers that pupils have written. Pupils are less familiar with hearing prayers that are an instinctive response to their feelings. This limits their spiritual choice to talk to God about moments of joy or pain. Bible stories are shared and pupils make profound connections to values and their own experiences. For example, pupils relate being compassionate to the story of the Good Samaritan and Jesus' love for people. The school is encouraged in its worship and Christian vision by a close relationship with people in the local parish church. The wider school community delights to share together in the celebration of Christian festivals.

School leaders are passionate about being a 'window to a wider world' for their pupils in this small, rural community. Pupils are encouraged to look outwards by firstly valuing themselves and the viewpoints of others in the school. They grow in self-belief and confidence as their opinions about what is fair are respected. The school council gather the ideas and feelings of pupils and delight in making a positive difference. For example, by caring tenderly for the school's natural environment and supporting the nearest food bank. However, there are not



sufficient age-appropriate opportunities for pupils to extend their feelings of justice and injustice to wider world events.

Enthusiastic leaders are resolute about RE as a subject which enables pupils to grow in their understanding of people. The subject is strengthened by a sharing of ideas and knowledge across the Primary QuEST MAT and the Diocese of Gloucester. The curriculum is very carefully designed for classes that have pupils of mixed ages. It ensures that pupils can make progress as they learn about religious and non-religious worldviews. In a respectful and trusting culture, pupils discuss big questions and consider what they are learning in relation to their own life experiences. This contributes to their own spiritual development as well as a growing appreciation of diverse viewpoints. Pupils acquire a particularly good understanding of what Christians believe. This learning is reinforced because of the context of the school's Christian vision and values.

Pupils especially enjoy RE lessons when they are engaged in practical and creative ways, such as acting or art. These are the lessons that pupils remember well over time. Subsequently, they talk confidently about what they have learned. Teachers know that their pupils have acquired new knowledge well at the end of each topic. However, pupils have less clarity over aspects of religious and non-religious worldviews that they haven't been learning about for some time. Pupils have a very good understanding of RE when it becomes real by engaging with people of differing faiths and worldviews. For example, pupils who recall visiting a mosque have a clear understanding of what it might mean to be a Muslim.

Goodness radiates throughout the school. This close-knit school community live harmoniously together in a supportive atmosphere of compassion and trust. This is particularly evident in the support that is extended during life's most challenging times. A culture of living well together means that pupils resolve differences with respect and forgiveness. A pupil expressed how they can forgive each other easily in this small community because they understand each other so well. Staff work sensitively with parents and carers, establishing trusting relationships which strengthen pupils' wellbeing and education. The school creates opportunities to gather people together, such as times to celebrate Christmas in church or enjoy bonfire night. Together this community shines even brighter, like a lighthouse of light, love and hope.

Information

Address	Albright Land, Bromesberrow, Ledbury, Herefordshire HR8 1RT		
Date	14 November 2024	URN	115675
Type of school	Academy (Inspected as Voluntary Aided)	No. of pupils	56
Diocese	Diocese of Gloucester		
MAT	Primary QuEST		
Headteachers	Laura Hankins and Leonie Mison		
Chair of Governors	Melanie Orgee		
Inspector	Angela Daniel		