

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Berrow Primary Church Academy	
Address	Rugosa Drive, Berrow, Burnham on Sea, TA8 2LJ
School vision	
<p>Lighting up a love of learning to have life in all its fullness. Based on John 10:10. 'I have come that they may have life in all its fullness'.</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders demonstrate a clear understanding of the school's Christian vision and the way it is underpinned by biblical teaching. This positively affects pupils' learning, wellbeing and behaviour. • The school's creative curriculum enables the vision to be lived out through the community's 'love of learning'. • Collective worship, shaped by the school's Christian foundation, is at the heart of daily life. It provides meaningful moments for spiritual flourishing. • A supportive, caring culture is inspired by the school's vision and values. This enables pupils and adults to be treated well and flourish. • Effective leadership in religious education (RE) has established a challenging and relevant curriculum which enhances pupils' learning. Consequently, pupils enjoy RE which then has a positive impact on their understanding of a range of faiths, including Christianity. 	
Areas for development	
<ul style="list-style-type: none"> • Strengthen the way the Christian vision drives the work of the school. Ensure that robust systems are in place to monitor its impact and identify areas for improvement. • Provide opportunities for pupils to explore issues of injustice in the world in order to equip them to be effective agents of change. • Embed the new scheme of work in RE so that pupils' knowledge, skills and understanding of the subject is increased. 	
Inspection findings	
<p>Transformational leadership has ensured that a deeply Christian vision is now embedded at Berrow. Christ's words, as expressed by St John, unite the whole school community with a strong sense of meaning and purpose. The Christian vision promotes a tangible sense of spirituality that sustains daily life at school. Pupils understand that school is a place full of opportunities in which they can enjoy their time there and flourish. Consequently, the vision promotes aspiration and enthusiasm and has a significant impact on pupils' learning and behaviour. The strong leadership team, including the support of the multi-academy trust (MAT) and the diocese have a powerful effect. Together they ensure that the new Christian vision drives their actions. Relevant professional development enables staff to flourish thus ensuring beneficial outcomes on pupils' learning. The substantial contribution of the clergy and church members enrich the lives of the whole community.</p>	

Parents highly praise staff for the way they understand their children and know how best to motivate them. Governors have a strong presence in school. They informally monitor aspects of daily life, such as collective worship, in a continuous drive for improvement. As a result, issues raised are addressed and monitoring has a positive impact. Hence, leaders have some understanding of the effect of the vision. However, the self-evaluation process is under-developed because specific areas for improvement have not been identified.

The school's creative curriculum is an expression of its vision by inspiring 'a love of learning'. It is engaging and exciting, inspiring pupils to aspire to fulfil their dreams. Pupils recognise the pride they now feel in the progress they make. They describe how they 'love all the new things' happening at school. Pupils express enthusiasm for challenges, including the 'fun' activities set by staff. They recognise that these are the keys to their success and the transformation they identify in their school. The leadership and staff make bold decisions with the curriculum. They use a wide range of learning activities to ensure that barriers to learning are overcome. As a result, the actual outcomes of pupils identified as disadvantaged are transformed. Staff have a growing shared understanding of spirituality. They provide experiences which support spiritual development through creativity, imagination and curiosity. Remembrance Day last year brought the wider community together in the school grounds. It promoted a strong sense of community by placing the school at the heart of the village.

Collective worship embeds Berrow's vision and values in their biblical roots, making them central to the school day. Pupils understand the significance of the words 'lighting up' with the candles symbolising God's love. They say they are invited to take that light and love into their hearts. This then enables them to 'live life to the full'. In this way, adults and pupils are encouraged to flourish spiritually. Worship facilitates themes, such as Christian values, to permeate the whole of the school day. For example, the Christian value of trust is conveyed successfully through a Bible story about Moses. Worship empowers pupils to participate and contribute effectively. Informal monitoring of worship by governors has recognised its positive impact through much increased engagement of pupils. Moments of joyful singing contrast with quiet reflection, stillness and prayer. These calming moments are integral to worship and school life. As a result, collective worship has an impact on spiritual flourishing. The clergy and church members play a substantial role by leading worship each week. Parents value their ability to join weekly celebration worship, promoting a spiritual sense of belonging.

Pupils recognise that the school's values provide guidelines which help them to make good choices. For example, pupils showing respect for others, are affirmed during weekly celebration worship and this has a positive effect. As a result, pupils talk with understanding of the value of trust as the core component of maintaining friendships. They describe the importance of relationships with peers and value having 'friends to rely on'. Difficult situations between pupils are resolved through forgiveness and reconciliation. Consequently, Berrow is a warm, welcoming and friendly school community where pupils and adults are treated well. Staff speak of a culture where seeking support is encouraged by leaders who prioritise their mental health and wellbeing. In this way, the vision enables them to have 'fullness of life'. Staff feel cherished in line with the MAT's vision and value the way their individual needs are met, both professionally and personally. Consequently, staff are a cohesive, caring team and their morale is high.

A calm and respectful atmosphere permeates life and is evident throughout the school. Difference and diversity are understood and welcomed in this inclusive, accepting community. Year 6 members of the school's parliament take responsibility each week for leading mixed age groups in collective worship. These times focus on posing a challenging theme which encourages pupils to engage positively, reflect and respectfully listen to others. Strong partnerships have been re-established with the church and are having an impact on the whole village community. Under the guidance of

members of the church community, pupils have sung for the local community. Pupils are learning to recognise their needs and how to contribute to and support others. The curriculum introduces pupils to inspirational role models who sought justice and equality. However, the school's curriculum does not explicitly encourage pupils to seek justice. Consequently, they lack opportunities to engage in social action projects which would challenge injustice and inequality.

RE is an enjoyable and inspiring subject at the heart of this Church school curriculum. It reflects the school's Christian vision. The subject leader ensures that the RE curriculum is well-planned and effectively balanced. It is fully focused on meeting the needs of pupils. Relevant training has a beneficial impact on leadership which has a passionate and clear vision for the subject. However, as the curriculum is new it is in its early stages of implementation. Consequently, pupils' skills and knowledge are under-developed. Nevertheless, staff are well supported by the subject leader. Pupils find the curriculum inspires learning which is challenging and motivating and relevant to their lives. They are encouraged to reflect and think about their own beliefs and those of others. The use of questioning enhances pupils' engagement in RE. Stimulating discussions, provoking insightful responses, also make a substantial contribution to spiritual development in RE.

The inspection findings indicate that Berrow Primary Church Academy is living up to its foundation as a Church school.

Information			
Inspection date	1 February 2024	URN	149851
VC/VA/Academy	Academy	Pupils on roll	151
Diocese	Bath & Wells		
MAT/Federation	The Priory Learning Trust		
Principal	Charlotte Bradley		
Chair	John Fowler		
Inspector	Daphne Spitzer	No.	37