

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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| Millbrook Church of England Primary School | | | |
| Address | Blindwell Hill, Millbrook, Torpoint, Cornwall PL10 BG | | |
| Date of inspection | 25 June 2019 | Status of school | Primary Academy inspected as VA St Barnabus Multi Academy Trust |
| Diocese | Truro | URN | 140334 |

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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 | Good |
| Additional Judgements | The impact of collective worship | Grade | Good |
| | The effectiveness of religious education (RE) | Grade | Good |

School context

Millbrook is a primary school with 108 pupils on roll. The majority of pupils are of White, British heritage. No 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 below national averages. The school became part of St Barnabas Multi-Academy Trust (MAT) in 2014. The Head of School has been in post since September 2018. The school received an Ofsted inspection in February 2019 and was graded 'good'. A local governing body was created in 2018.

The school's Christian vision

'Dare to dream, together we can achieve and flourish'. In our school, every person will be valued and loved in equal measure. This is underpinned by the Parable of the Lost Sheep and its message that no-one will be left behind.

Key findings

- The partnership with the St Barnabas MAT has led to recent improvements in academic achievement. The school now has a clear Christian vision, which ensures that no child is left behind.
- The shared Christian vision is understood well by school leaders, pupils and staff, as inspiring the caring, family ethos of the school. However, parents' understanding of the vision is less well developed. The school supports vulnerable children and those with Special Educational Needs and/or disabilities (SEND) well, making sure that all are valued and included.
- Worship and reflection are a highly valued part of the school day and pupils can articulate how this helps them to learn and achieve. Pupils contribute well to planning and leading worship.
- Pupils and staff understand what spiritual development is, and pupils are able to actively reflect on their own lives and the wider world. Spiritual development opportunities in some curriculum subject lessons are less well developed.
- RE is well planned and teaches pupils to be outward-looking, engaging in social action in response to injustice. However, assessment systems in RE are not yet formalised.

Areas for development

- Making parents and the wider community aware of the Christian vision so that they can be inspired to become further involved with the life of the school.
- Developing Governors' evaluation of collective worship so that it becomes more inspiring for pupils.
- Formalising assessment and feedback to pupils in Religious Education (RE) to inform teaching and extend the challenge for pupils' learning.

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

The Christian vision of 'love and support for everyone, not leaving anyone behind' is supported by Jesus' parable of the lost sheep. The vision is known and valued by every member of the school community and underpins their everyday work and practice. The vision creates a strong 'family' ethos in this small, rural school, ensuring that all pupils care for each other and feel valued. For example, pupils speak highly of 'flock' groups of mixed aged children working together to plan and execute charitable projects. In this way, all pupils feel a part of the school and no-one is 'left behind'. Vulnerable pupils say, 'teachers look out for us and make us feel included'.

Millbrook school has undergone recent structural and leadership changes which have had a transformative effect on academic progress and the Christian vision of the school. Partnership working with the diocese-led MAT is strong. It provides training, coaching and support for teachers and leaders at the school, ensuring good teaching and learning in RE, and strong leadership. The local governing body was set up in September 2018, and since then has established an effective 'ethos group' to monitor RE and collective worship. Governors visit the school termly, and this has led to improvements in practice which enable pupils to develop academically and spiritually. However, governors' detailed evaluation of Millbrook school is yet to be fully developed. Parents and the church community are less sure of the vision, so that they miss out on some opportunities to be involved with the school. The recommendations from the previous SIAMS inspection have largely been addressed.

The curriculum at the school is broad, balanced, and inspires the pupils. For example, pupils with Special Educational Needs and/or Disabilities (SEND) are given good quality teaching in class and in also small support groups so that they achieve and progress in line with their peers. Leaders have ensured that specially trained teachers and support staff provide activities for vulnerable pupils, which help them to flourish academically and socially. Parents say that their more able children are challenged well by good quality teaching. Thus, all children achieve and progress in line with national averages (Ofsted May 2019). This ensures that all pupils are equally valued, and none are left behind academically or socially in line with the Christian vision of the school. Pupils and teachers at the school have a secure understanding of what spiritual development is, because of quality training from the MAT. This is given a high priority in curriculum planning, enabling all pupils to develop and flourish spiritually. For example, key stage 1 pupils discuss and plan the renewal of the schools' spiritual garden. They say 'being spiritual is a place to be calm and gather up my ideas'.

The community views the school as a central part of the village. An 'Open the Book' team from the parish church visits regularly to run collective worship. This is valued by the pupils who actively participate through drama and role play. Worship is varied and invitational, with a junior worship team taking a central role in planning and delivering worship. These opportunities, which include singing, praying, Anglican responses and Bible stories and prayers, enable pupils and staff to grow and develop well in their own spiritual lives and in their knowledge of central Christian teachings. Pupils are able to make links between Bible stories and the schools' Christian values and this changes their attitudes and behaviour. They say that worship helps them to 'know right from wrong'. Pupils are developing their understanding of key theological principles such as the Trinity, but opportunities to learn about and experience the Christian Eucharist are far more limited. Prayer is an important part of the life of the school. Pupils say 'sometimes we pray for hope when times are really sad.' They have written their own school prayer and have met with other schools to write a MAT prayer. The themes in this reflect some of the recent work on world war 2 in Key Stage 2, where they express their views on the enormity of the consequences of war. Worship is evaluated by pupils and members of the Open the Book team, and changes have been made as a result. Governors visit during times of collective worship, but their role in formally evaluating and improving it is less well developed.

The school vision of leaving nobody behind and valuing everyone equally has an impact in the local community. The harvest festival boosted the village foodbank, benefitting local families. Pupils are aware of global issues, and recently voted to raise money for the World Wildlife Fund following their research into endangered species. The school encourages pupils to debate and question. A recent topic on creation allowed pupils to make connections between scientific and religious ideas, and to confidently explain and debate these. The school takes pupils on residential trips to Cardiff and London, as well as various adventurous activities together with other schools in the MAT. This enables pupils from this small rural school to learn about diversity and difference and builds their

confidence and resilience. Opportunities within the school curriculum for learning about these areas are less well developed. Pupils and parents say that those with different beliefs and cultures are welcomed into the school and are treated with dignity and respect.

Relationships are good and closely reflect the school vision. Pupils say ‘teachers are our shepherds... they look out for us and make us feel included’. The school practices forgiveness and reconciliation in line with its vision and so pupils feel safe and secure, describing how they can always ‘start again’ the next day. Behaviour is very good, and pupils clearly understand the consequences of poor behaviour. The school supports the mental health of staff and pupils well. The headteacher listens to and is supportive of the whole school community, including parents.

RE is well planned and led, enabling pupils to learn about Christianity and other world faiths effectively. In this way they develop their understanding of world views and their impact on society and culture. RE meets statutory requirements. Pupils are able to critically reflect on their own religious and philosophical convictions. For example, a lesson on Jesus healing the centurion’s servant demonstrates pupils’ ability to debate different interpretations of the story, and the role of faith in healing. Teachers give pupils regular feedback on their work which helps them to improve, but there are currently no formal assessment systems in place for the subject.



The effectiveness of RE is Good

Teachers receive good quality training and share ideas and expertise across the MAT. This has ensured that teaching of RE is good, and all pupils achieve in RE broadly in line with their other subjects, including pupils with SEND. RE is monitored and assessed by the lead teacher via termly lesson observations and examination of pupils’ work.

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| Head of School | Peter Bell |
| Inspector’s name and number | Judith Larrington 948 |