

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brockton Church of England Primary School

Vision

A school community where all pupils are valued, celebrated, safe and happy; where all are included and supported to achieve their potential in a caring Christian environment that inspires a continued love of learning and fittingly prepares them for their next steps in life.

Brockton Church of England Primary 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

- Leaders including governors act with integrity, determination and compassion. Therefore, they know and implement the Christian vision effectively. Consequently, this school is a place of nurture and care.
- Relationships at all levels thrive here. Adults, pupils and families know they are valued and hence experience a sense of belonging.
- The Christian vision is central to the school's daily interactions and drives decisions.
- Professional partnerships, such as federation schools, enhance development. They are key to its continued improvement.
- Daily collective worship includes and inspires adults and pupils to think deeply. Pupils are insightful about their responses, leading to spiritual flourishing.

Development Points

- Extend focused opportunities across the curriculum, including religious education (RE). This is in order to ensure pupils gain a broader understanding of a range of world religions and views.
- Develop pupils' understanding of their role in seeking justice and responsibility in supporting the uniqueness of others.



Inspection Findings

Brockton is a school with its community and their aspirations at its heart. The Christian vision clearly sets out the intention to value, encourage and support. As a small rural school there is a desire to be the welcoming focal point for the community which it serves. Leaders, including governors, know the school and local area well, striving to nurture the needs of this community. There is a core focus on relationships and participation with their community. As a result, this school is more than a place of education. For many it creates a sense of belonging within and hope for the village and surrounding area. Leaders, including governors, review, monitor and consider the direction of the vision, ensuring it is fundamental to the work of the school. Adults, pupils and family members are valued as unique individuals. Pupils accurately describe feeling supported and encouraged to reach their full potential and progress to the next phase. Parents know the vision and values well through regular communications. They experience the impact through their children's enthusiasm for school, their successes and growing confidence. This knowledge and understanding of the vision drive the collective aim for pupils and adults to flourish.

Strong relationships are central to the success of this school. Leaders are relentless in securing a wide range of effective partnerships that support improvement. Subsequently, the strategic intention of the vision is secure. The relationship with the federated partner schools, the diocese and local clergy are examples of this, supporting professional development and wellbeing. These partnerships benefit school improvement and pupil outcomes. Wellbeing is paramount to this small, close knit team. Adults rightly state they receive strong support from leaders and colleagues. With the Parable of the Sower underpinning the vision, adults and pupils are assisted to find their fertile ground within which to flourish. Parents of vulnerable pupils and those with special educational needs and/or disabilities appreciate how their children are understood, included and enabled. Leaders' bold decisions are effective in supporting pupils with specific needs.

The vision underpins the design of the curriculum. It is creatively planned and reviewed to meet the needs of mixed aged classes. This ensures pupils have the opportunity and space to flourish in a safe and caring environment, where they are known and valued. The curriculum engages and inspires pupils, leading them to extend their own learning beyond the classroom. Many participate in extra-curricular activities, where friendships across the federation of schools are further developed. Spiritual flourishing can be incidental, reacting to the moment and the beauty of the setting. It is also carefully planned through focused play activities and thoughtful questioning in many curriculum areas. These extend the opportunities for spiritual growth. Adults use 'I wonder...' questions as a way into thinking about matters more deeply. As a result, pupils are confident in discussing their own spiritual development.

RE is led effectively and has high priority within the curriculum. Pupils enjoy this subject with work in the books indicating good levels of engagement and understanding. They talk knowledgeably and confidently about the things they have learned, demonstrating a deeper level of thinking in some areas. Themes covered in RE lead to increasing respect and understanding for diversity. Leaders prioritise professional development, increasing staff confidence in delivering the local syllabus. Likewise, they take every opportunity to be outward looking, actively seeking good practice and support. This is particularly evident in accessing advice in developing non-Christian topics. However, this provision is in its early stages, limiting pupils' understanding of a range of religions and worldviews. Robust monitoring and a well-resourced RE curriculum support appropriate academic challenge.

Daily collective worship is highly valued by pupils and adults, allowing space to step into quiet, calmness and just be together as a whole. Worship is welcoming and those present respond with engagement, enthusiasm and



thoughtfulness. These opportunities offer a time to grow spiritually through prayer, song, periods of reflection and stillness. A range of adults regularly lead worship, which the pupils enjoy and benefit from. They actively respond to the worship themes, particularly enjoying Bible stories and sharing an understanding of these messages. As a result, they have a deepening awareness of the messages within the Gospels, how these make them feel and respond. The Parable of the Sower makes pertinent links to the school's rural setting. Parents welcome the opportunities to join in weekly collective worship at school and for special occasions at local churches. There is no church in the village. Undeterred, leaders and clergy ensure that adults' and pupils' experience is enriched through worship in other local churches. This brings the wider community together.

The introduction of a restorative approach to relationships enhances pupils' appreciation of justice and responsibility. This approach ensures pupils feel listened to and learn how to work through disagreements, considering and respecting the views of others. Forgiveness plays an important role in personal development. Through the curriculum pupils learn about injustice, empathy and, in turn, their responsibility to challenge unfairness. They have opportunities to support local charities and engage with different groups from Brockton and beyond. They recently wrote letters to members of a local residential home, which led to fruitful, reciprocal relationships, enjoyed by adults and pupils. They undertake many different leadership roles, learning about responsibility from an early age. Through these roles, they collaborate in making school a better place, experiencing a deepening sense of the difference they can make. A recent project to improve the outside area brought together the community, resulting in pupils being able to experience growing flowers and food. However, pupils lack a wider understanding of justice and responsibility. The same determination to ensure personal flourishing extends to adults through career development and the opportunities of collaborating with local professionals.

Information

Address	Brockton, Much Wenlock, Shropshire TF13 6JR		
Date	07 May 2025	URN	123463
Type of school	Voluntary controlled	No. of pupils	40
Diocese/District	Hereford		
MAT/Federation	The Edge Federation		
Headteacher	Marilyn Hunt		
Chair of Governors	Simon James		
Inspector	Caroline Unitt		