



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brinscall St John's Church of England and Methodist Primary School	
Address	Harbour Lane, Brinscall, Chorley, PR6 8PT

School vision

Shine with the light of Jesus – Matthew 5:14-16 ‘You are the light of the world.’

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each celebrate individual God given identities, and shine His light out into the world around us by the way that we live and through the actions we take.

School strengths

- The school’s deeply valued Methodist and Anglican heritage shapes a vision that radiates its biblical foundations and directs leaders’ actions. Reflective evaluations of the vision’s effectiveness enable leaders to hone their decision-making resulting in flourishing for all.
- Impressive relationships throughout the school community reflect the vision to be a loving ‘school family’. This results in a culture of belonging where individuals are cherished, nurtured and celebrated. Sensitive and personalised support for vulnerable pupils, including those going through difficult times, leads to transformational outcomes.
- Religious education (RE) is expertly led with passion that is mirrored by pupils’ enthusiasm for the subject. Monitoring and evaluation, including pupil voice, ensure leaders reflectively identify accurate next steps in the subject’s development.
- Joyfully inclusive collective worship and opportunities for prayer and reflection have a profound impact on pupils’ spiritual flourishing. Exceptional church partnerships enrich the worshipping life of the school and equip pupils as leaders of worship.
- Rich curriculum opportunities and collective worship reflect the vision to ‘shine Jesus’ light out into the world’. As a result, pupils gain a sound understanding of justice and develop the confidence to advocate for themselves and for others.

Areas for development

- Secure plans to develop the breadth of the RE curriculum. This is in order to deepen pupils’ understanding of worldviews and widen their experience of world religions.
- Embed the shared way that people talk about spirituality in the context of the wider curriculum. This is to enrich planned opportunities for spiritual development so more pupils make links between their learning and spiritual flourishing.

Inspection findings

Centred on deeply biblical beliefs, the school’s vitalising vision is securely embedded. It is well-

expressed through Christian values as a reflection of Jesus' teachings. Pupils interpret the vision as helping them to 'be the best they can be'. They recognise this in the personal support they receive and the way they are enabled to encourage others. Leaders, including governors, work out the vision with integrity, diligence, and care. Robust monitoring informs reflective evaluations of the vision's effectiveness ensuring it meets the needs of the community. Leaders make considered decisions that advance the vision for all. For example, governors allocate additional funds to realise the vision for individuals with special educational needs and/or disabilities (SEND). Inspired by the vision to shine 'by the way that we live', governors have undertaken an innovative decarbonisation building project. Thus, governors model how to care for God's creation through sustainable living. Consequently, leaders' decisions and actions illuminate the power of the vision at work in this thriving community.

The school proudly and responsibly uphold their joint Anglican and Methodist foundations. Exceptional relationships with local churches infuse school life enhancing spirituality. Sensitive pastoral support from clergy is appreciated by the whole community who welcome the light this brings in dark times. Mutually beneficial opportunities to plan worship together result in confident pupil leaders of worship at both school and church. Partnerships with Blackburn Diocese and Methodist Academies and Schools Trust (MAST) are highly effective. Hence, leaders engage with meaningful support and access a wealth of relevant training that enhances professional and Church school development. Opportunities, such as meeting with the president of the Methodist conference, enable people to feel connected to the wider Church. Consequently, partnerships empower the school to sustain their rich Christian heritage and 'shine with the light of Jesus'.

The vision for all to 'understand how much they are loved by Jesus' underpins joy-filled relationships at all levels. Pupils and adults treat one another with respect, celebrating each other's worth and 'individual God given identities'. Regular opportunities for pupils to nominate their peers for 'living the values' enable them to commend the good in others. One relatively new pupil appreciatively expressed the way that 'lovely people who always shine out' characterises her school experience. Opportunities to learn about mental health ensure that pupils are well-equipped to identify and understand their emotions. They gain a range of strategies to help them tackle anxiety and enhance their wellbeing. Leaders demonstrate an exceptional level of care as they 'wrap around' those who are vulnerable or experiencing difficult times. Access to nurture, bereavement sessions, specialist help and personalised supportive measures lead to transformational outcomes for many. The same level of compassion and support is applied to staff. Pastoral care, policy decisions and opportunities for professional development contribute to high levels of staff wellbeing.

The prominent profile of well-resourced RE stems from leaders' high expectations and pupils' evident enjoyment of the subject. The balanced and progressive curriculum fulfils Church school RE requirements. Pupils enthusiastically engage with dynamic and varied lessons that enable enquiry-based learning and promote curiosity. Pupils demonstrate a rich and secure understanding of Christianity as a living world faith. They confidently express Christian beliefs and diverse practices. Pupils enjoy learning about world religions and articulate how this helps them to respect the views of others. They gain a sound understanding of Judaism but have fewer opportunities for in-depth exploration of other world religions and worldviews. Leaders have begun work to broaden pupils' curriculum experience. Effective monitoring and evaluation is used to assist subject improvement and plan relevant and inspiring training and support for staff. Pupil views are carefully sought and acted upon. After pupil feedback about gender imbalance in their RE learning, leaders introduced work exploring women's significance in the Old Testament. Ongoing dialogue between leaders and staff ensure that assessments accurately reflect pupils' subject specific understanding. Teachers' skilful questioning demonstrates secure subject knowledge and a pertinent recognition of pupils' prior learning that deepens their thinking. As a result of effective teaching, pupils, including those

with SEND, make good progress in RE.

The vision for all to ‘let their light shine’ shapes the rich wider curriculum that celebrates pupils’ interests and gifts. Varied enrichment activities including sports, music, drama, and nature, widen pupils’ experiences. Special care is taken to ensure all pupils access opportunities in ways that meet their needs. For example, sports coaching sessions are specifically allocated for pupils with sensory needs. Curriculum opportunities to wonder and reflect enhance spiritual development by fostering curiosity, cultivating compassion and deepening pupils’ connection with creation. Thus, all pupils access an enriching, vision-driven curriculum that develops body, mind and spirit. Pupils confidently express their understanding of spiritual flourishing within the context of prayer and worship. Some pupils make the connection between spirituality and their learning but this is less well-developed.

Highly interactive and inclusive worship unites the whole school community in joy, comfort and peace. Pupils and adults develop spiritually through enriching opportunities to delight in music, appreciate stillness, reflect deeply, and respond prayerfully. Worship enables pupils to feel part of ‘something bigger than one person’ and supports many to strengthen their faith. Pupils gain an impressive understanding of Gospel values through worship that emanates the vision to ‘follow the example of Jesus’. Visitors, such as a local Christian vet, enrich worship with inspiring stories of how they live out their faith. ‘Shining Flames’ pupil leaders are role models to others, helping them to ponder big questions and spiritual matters. They are empowered to use their gifts to plan, deliver and meaningfully evaluate worship. For example, pupils recently chose to renovate the prayer spaces around school. These are exceptionally well-utilised. Pupils articulate how these spaces enrich their spirituality, helping them to experience ‘the presence of God’. Consequently, collective worship and opportunities for prayer and reflection have a profound impact on pupils’ spiritual flourishing.

The vision to ‘shine Jesus’ light out into the world’ radiates through the school’s generous culture of advocacy and responsibility. Wide-ranging curriculum themes inspire pupils to explore issues of justice. Pupils enthusiastically respond to their learning, raising awareness of issues they care about in a variety of creative ways. ‘Nature Naturals’ club encourages pupils to take responsibility for God’s world. Consequently, pupils and their families go litter picking, plant seeds, and build habitats. Worship supports pupils to understand wider issues linked to poverty. After Harvest donations were distributed to a local food bank, pupils questioned why this only took place annually. These collections are now ongoing, and pupils continue to find ways to address issues such as fuel poverty. Pupils are empowered to speak out for what they believe and respectfully challenge decision-makers. This is exemplified through writing letters, devising petitions, and taking opportunities to represent their views on a wider scale. Consequently, pupils are well-informed, responsible citizens who are thoroughly equipped to act passionately as advocates for change.

The inspection findings indicate that Brinscall St John’s Church of England and Methodist Primary School is living up to its foundation as a Church school.

Information			
Inspection date	6 February 2024	URN	119705
VC/VA/Academy	Voluntary aided	Pupils on roll	197
Diocese	Blackburn & Lancashire Methodist District		
MAT/Federation			
Headteacher	Linda Clayton		
Chair	David Hall		
Inspector	Ali Rice	No.	2103