

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bleasby Church of England Primary School

Vision

Achieving, Belonging and Caring as unique children of God in a diverse and changing world.

Bleasby Church of England Primary School welcomes those of all faiths or none and wants to see every member of its community flourish as unique, precious, and beloved human beings who have been created in the image of God. We work towards this goal by supporting our children and staff to achieve both personally and academically; by encouraging children and staff alike to belong together as one school family; and by nurturing everyone to care for one another and the wider world in which they find themselves, both now and in the future.

Our Christian values of wisdom and perseverance, friendship and respect, service and compassion are built on the foundation of Jesus' life and example. Achieving is linked with wisdom and perseverance; Belonging with friendship and respect and Caring with service and compassion.

Bleasby 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

- The Christian vision is succinct, understood, known and lived out by the school community. It drives decision making at all levels, underpins the school's work and is threaded through practice.
- The vision is carefully considered across the curriculum, both taught and in its widest sense. Children receive appropriate support and challenge, enabling flourishing.
- There is a comprehensive and varied collective worship programme. It is broad and balanced and enables the spiritual flourishing of children and adults.
- Relationships between adults and children within school, and within the Minster Trust for Education (MITRE), are strong. This enhances the school's vision and enables members of the school community to flourish.
- The culture of justice and responsibility permeates all aspects of school life. This is firmly built on the strong foundation of the school's Christian vision.

Development Points

- To develop and embed an agreed language for spirituality. This will enable members of the school community to meaningfully articulate their own deepening experiences of spirituality.



Inspection Findings

The strong, Christian vision, and supporting values, permeate every aspect of life within this school. It is recognised, used and referred to by adults and children, within and beyond the school walls. Members of the school community are valued and celebrated as unique individuals. They are empowered to grow academically, socially and spiritually, ensuring all achieve in their own way. Supporting individuals to be the best versions of themselves is mirrored in the relationship with MITRE. The trust 'work closely with school to make them the best, shining example of themselves'. Leaders work effectively with the governing body through high-quality challenge and direct involvement. The strength of the vision helps staff maintain focus and underpins decisions and actions. Staff highlight this as a useful tool for class management and celebration of achievement. There is a clear intent at all levels to widen the perspectives beyond the immediate locality. Leaders recognise that children will have a future influential impact on the wider world. They demonstrate a desire to ensure that the vision and values instilled in them during their school years are lifelong.

Recognition of a diverse and changing world and an acute awareness of their own context drives curriculum decisions and content. The development of a strong, moral compass is nurtured through the vision and values, as guiding principles. Adults and children develop and use these to inform decisions, actions and choices, whatever their beliefs. The wider curriculum offer is designed to give opportunities for children to achieve academically, morally, spiritually and socially. This supports their development into caring individuals who are part of a wider community. The curriculum is significantly enquiry-based, enabling discussion, collaborative sharing of ideas and reflection alongside taught content. New knowledge and thoughts are shared at class and school levels, further developing the ethos of the school. The vision is woven through the curriculum and opportunities for spiritual development have recently become a part of implementation plans. There is a shared understanding of spirituality. However, this does not translate into an agreed language, thus limiting the depth and breadth of spiritual experience.

Collective worship is a cherished part of the day for adults and children. A wide, diverse programme is carefully curated to nurture spiritual flourishing. School leaders, staff and children work actively together and with local churches, in a mutually beneficial way. This helps develop individuals personally. Working collaboratively ensures high quality experiences which are underpinned by the vision and values. Being together to worship is highly valued. Children and adults are supported to plan, deliver and reflect on shared contemplation and celebration, enabling active participation. School nurture leadership opportunities through Year 6 worship leader roles. In response to aspirational pupil requests, younger Year 3 worship leaders have more recently been established.

Wellbeing is a key focus for leaders at all levels and across the school community. School is like a loving, caring family with a nurturing environment. Parents feel involved in the life of the school. Extra-curricular clubs are designed to enable children to develop and shine in areas they love and take up is strong. These include an early morning sports club, described as a 'perfect way to start the day', Garden and Grow and a forest school. Leaders are pro-active in seeking advice and support. They have a strong, multi-layered network of people within and beyond school who instinctively offer and provide it. Network meetings are a support to staff at all levels. A workload charter is in place as part of a trust focus and wellbeing surveys are offered. These allow school and the trust to identify and address worries. As a result of the vision, staff are well supported. Strong communication ensures an understanding of individuals as unique children of God. Attendance is strong. The trust and school are investing in special educational needs and/or disabilities (SEND) related professional development. They seek to



ensure that children and adults continue to flourish in an ever-changing world. Driven by the vision, opportunities for individuals to succeed and share that success are identified and maximised.

There is an inclusive culture of justice and equity, integrating opportunities for social action. In Apple Class, children explore the concept of democracy by voting for the end of the day story. Members of the school council are voted in yearly. Children are nominated termly by school council members for awards relating to the 'achieving, believing and caring' vision concepts. Bleasby has a thorough network of partnerships. Staff work hard to develop collaborative, meaningful and productive relationships, which enhance the work of the school. Justice and responsibility are woven throughout the curriculum. For example, older children learn about World War Two, collecting personal, paired and group thoughts and reflections. This enables them to consider issues of justice and meaningful changes in society. They explore the Holocaust, describing it as 'challenging, interesting and sad'. Children recognise differing needs and the fairness in receiving the support they need as part of an equitable culture. They understand their privilege and welcome opportunities to make a positive difference to others. An example of this is the termly visit on public transport to sing at a nursing home. The profound, positive impact on the residents and the children themselves is celebrated by school and local community.

The school vision underpins the religious education (RE) curriculum. It is based on the locally agreed syllabus and personalised with the school context in mind. Governors are well-informed regarding RE and so able to support the strategic leadership of the subject. Core concepts include the expression of ideas and personal thoughts. This is linked with exploration and consideration of challenging questions, ensuring personal understanding is deepened. Knowledge of religious experience and the ability to respectfully disagree with each other builds confidence. Exploring the way people live their lives in a diverse and changing world is a current focus, thus broadening and deepening understanding. Staff are supported with the planning and delivery of RE. The RE lead engages in training delivered by the diocese and network groups with other schools. New knowledge is delivered directly to RE teachers or shared by the RE lead, thus ensuring staff are well-informed. The planned curriculum and work in books evidence inclusion of a range of faiths and a balance of disciplines. Children talk positively about RE, enthusiastically sharing their work and explaining that their views matter.

Information

Address	Station Road, Bleasby, Nottingham, Nottinghamshire, NG14 7GD		
Date	13 December 2024	URN	145645
Type of school	Academy	No. of pupils	125
Diocese/District	Diocese of Southwell and Nottingham		
MAT/Federation	Minster Trust for Education (MITRE)		
Headteacher	Russyn Cast		
Chair of Governors	Gordon Burton		
Inspector	Georgina Day		