

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

East Brent Church of England Academy

Vision

Where a love of learning is nurtured and enriched (Matthew 13:44)

East Brent Church of England Academy is an inclusive and joyful school that provides a stimulating environment in which we celebrate and nurture every child. Through an enriching education rooted in core Christian values, we challenge and support our children to reach their full potential and become respectful and loving individuals. Our inquiry led curriculum and committed staff promote a lifelong love of learning, encouraging children to become peaceful and aspirational advocates for others and our world.

East Brent Church of England Academy 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

- Nurture is at the heart of the vision and the work of East Brent Church of England Academy. It is central to the success of this school as a Church school and is lived out through the 6 'pearl' values. This ensures that pupils are valued, including those that are deemed to be vulnerable or disadvantaged.
- The vision is known, understood and lived out across the school. It shapes both strategy and action so the school community is respectful, aspirational and peaceful.
- Collective worship is joyful and carefully planned to reflect the school's Christian vision and values. This supports the spiritual nourishment of individuals and inspires pupils to reflect on how they live their lives together.
- Pupils' spiritual development is enhanced through the invitational prayer life of this school.
- Enrichment through the wider curriculum opportunities, including visits and visitors, helps to deepen pupils' love of learning throughout the school.

Development Points

- Further support the teaching of religious education (RE) so that pupils develop a greater understanding of the diversity of religious and non-religious worldviews. This is to enhance their understanding of the world and develop their own personal worldviews.
- Embed planned opportunities for spiritual development across the inquiry curriculum, as a golden thread. This is to further enrich pupils' spiritual development.
- Enhance pupil understanding of how to challenge injustice. This is so they can enrich the lives of others, as agents of change, empowered by their school vision.



Inspection Findings

The Christian vision underpins the work of the inspirational leaders and staff of East Brent Church of England Academy. Individuals are valued and pupils are proud to be the 'pearls' of this school. Alongside peace, endurance, aspiration, respect and love, pupils have championed the inclusion of service as a school value. Adults and pupils serve each other, following the example of Jesus, creating a loving and respectful environment. Individual achievements are recognised and celebrated. Consequently, pupils and their families know they are nurtured and their lives are enriched. Through planned monitoring and evaluation, school and trust leaders recognise the impact of the vision. Knowledgeable local partners and trustees provide expertise and challenge, ensuring that the vision underpins the strategic direction of the school. This works in harmony with the trust's vision where 'We Learn Together.' In this way the vision is a driver for change and sustains the school as a Church school.

Leaders, working in partnership with the trust, have introduced an inquiry curriculum. Shaped by the vision, it motivates and inspires pupils' love of learning. Pupils take pride in class floor books that celebrate their learning journey and reflections. In this way, they are helped to succeed and develop self-belief. Adaptations and additional planned provision, including interactions from the dedicated and caring staff team, mean that vulnerable pupils thrive. Trust leaders value the school as a significant partner within the organisation. This is demonstrated in the school's work to serve others across the trust through the introduction of the inquiry curriculum. Spirituality is developed through personal, social, health and emotional education (PSHE), as well as within the outside environment. Through this, individuals express their inner thoughts and are excited by the mystery of the natural world. However, planned spiritual development opportunities have not been incorporated into the inquiry curriculum. Driven by the vision, there is a wide offer of clubs, wraparound care and activities which are accessible to pupils. They are inspired to think more deeply about how people live through the offer of enrichment activities. For example, Careers Week, visits to the Bristol Museum and places of worship.

Collective worship is passionately led and carefully crafted. Shaped by the school's vision and values, pupils have opportunities to reflect, be still and pray, which leads to spiritual flourishing. Pupils' knowledge of the Bible is well developed. They relate these stories to how they live their own lives by caring for each other. Pupils relish the opportunity to lead worship and know that their reflections are respected. Pupils talk about the 'pearls' values with confidence and enthusiasm. Values certificates help motivate a community that cares for one another. The importance of prayer is seen in the prominence of opportunities for pupils of all ages to pray spontaneously in worship. Prayer helps pupils to consider the needs of others and to be thankful for what they have. This in turn is helping pupils to deepen their understanding of their own spirituality. Opportunities for pupils to pray beyond worship are evidenced in reflection areas, as well as in class prayer books. These books show that pupils are motivated by the worship themes and the world around them. Worship also inspires conversations about the Christian values with parents at home. Driven by school leaders, the use of the church for special services has become a central part of school life. Parents and members of the local community regularly attend collective worship in school. This is helping pupils to know that they are part of a wider community and fosters mutual respect.

Pupils have opportunities to take on positions of responsibility through the junior leadership team, as school councillors, 'eco' committee and digital leaders. This enables them to live out the school's vision by serving others and caring for the environment. Inspired by the values of respect and love pupils apply to be buddies. Their encouragement and care for younger pupils helps develop self-confidence. The school's vision galvanizes pupils to



act, for example, litter picking in the community. Pupils have opportunities to consider how they can have an impact beyond the local community through the inquiry curriculum. For example, designing a flood defence plan for Somerset. Pupils are enthusiastic about their charitable fundraising, such as for 'Red Nose Day' and for 'Children in Need'. As a result, they recognise they have a responsibility to help others. However, pupils are not able to clearly articulate their understanding of justice or how they can make a meaningful difference to people they do not know.

RE is valued by the school and teachers are effectively supported. The RE lead is committed and dedicated to ensuring that pupils enjoy RE at this school. Pupils speak enthusiastically about their learning which is enriched by visits and visitors, developing their personal worldviews. This first school curriculum focuses on Christianity, with units also taught about Hinduism, Humanism and Judaism. The pupils' knowledge of Christian practices and beliefs is secure, underpinned by their understanding of Bible stories. The work of the RE lead, staff training and the 'Understanding Christianity' resource aid effective planning and teaching. As a result, pupils use of specific Christian vocabulary is well developed across the school. Pupils develop their knowledge through discussions and they are curious about the world. They are beginning to make links between what they have learned and what is important to them. However, some pupils are not able to talk confidently about diversity across a range of religious and non-religious worldviews. RE books and floor books, which contain pupils' work and thinking, show respect and enthusiasm for the subject.

The core Christian values of love and aspiration are visible through the care, nurture and provision for pupils. Relationships and good communication are key to the success of the work of this school. The staff team are approachable and are appreciated for treating pupils as individuals and with respect. School policies and practices clearly reflect the school's vision, with wellbeing at the heart. This creates a calm and respectful environment. Times of stillness and quiet help pupils to reflect and grow in self-awareness, benefitting their mental health. Additionally, 'zones of regulation' allow pupils to express and understand their feelings. This leads to behaviour and relationships that are respectful and enduring. Staff feel professionally and personally supported by the school leadership, where 'everyone has a voice and opinions are valued.' The school recognises its place within the trust. Pupils, staff and families are cared for and treated well which impacts on their engagement and commitment to work together. This school truly has a shared vision, lived out through the 'pearls' values, 'where a love of learning is nurtured and enriched.'

Information

Address	Church Road, East Brent, Highbridge, Somerset, TA9 4HZ		
Date	11 March 2025	URN	143331
Type of school	Academy	No. of pupils	70
Diocese	Bath and Wells		
MAT	Wessex Learning Trust		
Executive Headteacher	Katie Whiting		
Chair of Governors	Roland Laurence Smith		
Chair of Trust	Paul Jacobs		
Inspector	Jo Hunter		