

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bramcote Church of England Primary School

Vision

We are a small Christian School with a family feel, we are proud to know our children and families well. We believe that each child is a valued member of our school community, a gift from God and we want our children to experience “Life in All Its Fullness” John 10:10 as part of living and loving like Jesus, so that everyone has the potential to grow in their own individual, unique way.

Bramcote 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 have developed a deeply embedded Christian vision that drives purpose, belonging, and growth across the school community. It draws strength from the school’s enduring church links.
- Collective worship is thoughtfully planned and inclusive. It makes a meaningful impact on how pupils understand and live out the school’s vision and values.
- The vision and associated values are consistently lived out. They empower pupils as leaders to drive inspiring contributions to school and wider society.
- Strong, nurturing relationships underpin a culture of care. Proactive support enables pupils and adults to feel valued and thrive together.
- Religious education (RE) is well led and taught. Effective leadership has secured a coherent, sequenced curriculum that supports deep thinking through creative activities and vibrant discussion.

Development Points

- Develop a shared and consistent understanding of spirituality across the school. This is to enable more purposeful links across the curriculum, helping pupils and adults recognise and reflect on spiritual experiences.
- Continue to strengthen assessment practices in RE. This is so that leaders can more effectively monitor progress and support teachers in deepening pupils’ understanding over time.



Inspection Findings

Bramcote is a school where the Christian vision, 'life in all its fullness', shapes a culture of aspiration and joy. Leaders, governors, and pupils have rooted this vision in seven core values: cooperation, creativity, honesty, kindness, perseverance, respect, and responsibility. These values are consistently lived out, providing a moral and spiritual foundation for the whole school community. The vision drives decision-making and underpins school improvement in meaningful ways. Staff development is aligned to the vision and supports professional growth and wellbeing. The vision is also visible in the school's culture of encouragement. Pupils are supported to thrive across school life, from classroom learning to sport, music, and the arts. One pupil described this as being encouraged to 'live our best life'. Governors evaluate the school's work carefully, ensuring the vision continues to guide future direction.

Spiritual development is a clear priority within collective worship, where pupils explore faith, meaning, and purpose in planned and reflective ways. Collective worship is inclusive and well structured, integrating the school's Christian vision and values into daily life. Themes such as respect help pupils explore biblical stories like Saul's transformation into Paul and reflect on forgiveness and change. Whole-school worship flows into class sessions and reflection spaces, deepening personal and theological thinking. Carefully chosen resources ensure engaging worship with space for interaction and reflection. Spiritual areas and a prayer tree invite pupils to ask questions and explore big ideas. For staff, worship is valued as a time to pause and re-centre. Pupils in the worship organisation team (WOT Club) help plan and lead worship on themes like challenging injustice. This deepens their understanding of faith and supports spiritual reflection, encouraging them to consider moral choices and compassionate action. Worship is monitored to ensure it remains invitational and respectful. Links with the wider Christian community are strengthened by visits from local clergy, who come into school to lead worship. Church visits, prayer spaces, and involvement in appointing the vicar all enrich spiritual life. Families are kept informed of worship themes, encouraging reflection at home.

Leaders ensure the curriculum supports pupils' spiritual development by reflecting the school's Christian vision and values. It enables pupils, including those who are vulnerable or have special educational needs and/or disabilities (SEND), to succeed through varied, meaningful experiences. Adaptations to the curriculum, targeted support, and responsive teaching strategies ensure that individual needs are met. Personal, social, and health education helps pupils explore beliefs, emotions, and values with honesty and growing confidence. This builds identity, and belonging. Staff encourage self-expression through performance, discussion, and celebration of achievements. Events such as 'Bramcote's Got Talent' and the Year 6 residential prompt reflection, develop confidence and link values with action. These moments deepen understanding of co-operation, resilience, and appreciation. Clubs and curriculum-linked activities help pupils connect learning with the wider world. Opportunities for spiritual development across the curriculum are sometimes missed. This is because there is not a shared understanding among staff and pupils of what this looks like in practice.

A well-designed RE curriculum helps pupils gain strong knowledge of different faiths and encourages personal reflection. It builds understanding over time and revisits key concepts through enquiry and discussion. Leaders review the curriculum to ensure it is balanced and meets pupils' needs. Teachers use creative and engaging methods that help pupils share ideas and beliefs. For example, pupils explored views on creation through Genesis, cosmology, and evolution. This prompted thoughtful debate and respectful dialogue. Visits and local links enhance learning, such as a visit to a Holocaust memorial garden. Pupils are able to reflect on their experiences with



maturity and empathy. Lessons include sacred texts, artefacts, and lived experiences from different faiths. When learning about Judaism, pupils explored artefacts with insight. Studying Jesus healing leprosy led to drama and reflection, with one pupil noting, 'God accepts everyone.' Christianity is taught as a global, diverse faith that influences people across cultures and contexts. RE connects belief with everyday life and encourages personal insight. Leaders check strengths and areas for improvement, and staff are supported with coaching and training.

RE is taught effectively. Lessons are structured, inclusive, and responsive to pupils' needs, promoting engagement and reflection. Teachers use clear explanations and thoughtful questioning to develop understanding and deepen thinking. Pupils show curiosity and speak confidently about complex ideas and big questions. Enquiry-led learning supports considered exploration of diverse views. Pupils are supported to form and articulate their own beliefs with integrity. Teachers use assessment strategies to check learning and adapt teaching, though systems to track progress over time are still being developed. Leaders are refining these systems to better evaluate the curriculum's impact. Pupils talk with pride about their RE work. They can explain key concepts and say it helps them understand both themselves and others.

The school's inclusive culture ensures pupils feel valued, supported, and able to thrive. Staff know pupils well and offer timely support, including access to specialist services. Leaders have created safe spaces such as the Emotional Literacy Support Assistant (ELSA) room. Forest school sessions help build confidence and resilience, particularly for pupils with social, emotional, or mental health needs. A clear behaviour approach supports positive choices and respectful relationships. This is underpinned by core values like kindness and responsibility. Pupils show deep awareness of these values and model them in daily interactions. Older pupils offer support to younger children across school and in church. Parents rightly describe the school as nurturing and welcoming. One governor said it 'almost greets you like a hug.' Pupils talk confidently about adults they trust and spaces where they feel safe. Staff work closely with families and external agencies to ensure pupils thrive. Through strong links with the church, the school signposts families to community groups, such as 'Dad's Club' and 'Messy Church.' This partnership fosters cohesion and mutual care between the school and wider community, reinforcing the school's Christian foundation. Leaders prioritise staff wellbeing and promote a positive, supportive culture. As a result, staff feel heard, valued and cared for.

Pupils develop a strong sense of justice and responsibility through active involvement in school life and community. The Christian vision inspires pupils to act with kindness, perseverance, and care. Leadership roles, including school parliament and project leaders, enable pupils to support others and make a visible impact. One pupil said their idea led to a school ice cream van visit, adding, 'It shows they really listen.' Pupils are inspired by social action. For example, one class created a bee garden, influenced by Chris Packham. Another tackled homelessness after learning about Prince William's work. Pupils feel proud to make a difference. Worship and curriculum activities prompt reflection on justice and the impact of choices. School values help pupils treat others with dignity and kindness. Diversity is celebrated through contributions from families and community voices. Events like World Culture Day promote understanding and belonging. Consequently, pupils are empowered to lead, take action, and contribute as responsible citizens.

Information			
Address	Hanley Avenue, Bramcote, Nottinghamshire NG9 3HE		
Date	16 June 2025	URN	122788
Type of school	Voluntary Aided	No. of pupils	196
Diocese	Southwell & Nottingham		
Headteacher	Sarah Meredith		
Chair of Governors	Tim Brindley		
Inspector	Michael Walker		

