

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brighstone Church of England Aided Primary School

Vision

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to thrive and flourish in their own unique way.

Learning and Achieving Through Love, Courage and Respect

Brighstone Church of England Aided 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, lived out through the values of love, courage and respect, unites the school community with a common purpose. As a result, pupils and adults flourish in a harmonious and welcoming environment at Brighstone.
- By persistently demonstrating love, courage and respect, pupils and adults live out the vision across each day. The unique needs of pupils are nurtured and supported effectively.
- Pupils take active responsibility towards others within the community and beyond their island locality. They are respectful of each other and the world around them.
- Inclusive collective worship is shaped by Christian teaching. A shared understanding of spirituality ensures that opportunities to develop spiritually are harnessed across the worship life of the school.
- Religious education (RE) has a high profile within the school and is effectively led. Well-sequenced topics enable pupils to develop a knowledge and understanding of core concepts.

Development Points

- Review the biblical underpinning of the Christian vision so that it continues to meet the needs of pupils and adults. This is to strengthen and make explicit the foundation of Brighstone as a Church school in serving an increasingly diverse community.
- Develop the provision for spiritual growth and embed the shared language of spirituality within the curriculum. This is to enhance the planned and spontaneous moments of spiritual development across subjects.
- Further expand the place of Christianity as a global religion in the RE curriculum. This is to enhance pupils' knowledge and understanding of its rich diversity and traditions.



Inspection Findings

The Christian vision is lived out through the biblically rooted values of love, courage and respect. These effectively weave across many aspects of life at Brighstone. They are underpinned by a variety of Bible quotes that are known by the school community. Leaders ensure that the vision is at the heart of decisions taken. For example, governors look at creative and courageous ways to sustain the school into the future. Leaders are rightly aware that the biblical roots of the vision need to be reviewed, as the school serves an increasingly diverse community. Pupils travel across the island to attend school. They receive a warm welcome and those new to the school speak of being accepted with 'open arms and big hugs'. As a result, pupils are happy and joyful. The presentation of awards is made to those demonstrating the vision. This further embeds the understanding of Christian values amongst the school community. Governors, although few in number, evaluate the impact of the vision well and support school leaders in securing the best outcomes for the pupils and adults.

The curriculum grows from the vision and encompasses the values at many levels. For example, extracurricular activities offer plentiful experiences to demonstrate courage. Pupils overcome challenges, such as when sailing laser dinghies in the Solent, demonstrating courageous attitudes that are typical of the school. Being mindful of the school's rural context, leaders plan a curriculum offering a range of cultural and diverse experiences. For example, a history unit on Islamic civilisation is enhanced by learning taking place in inter-faith week. Such initiatives enable pupils to explore cultural diversity from first-hand experiences. The implementation of a shared language for spirituality within the curriculum is in its infancy. The concept of 'mirrors, doors, windows and candles' is beginning to support pupils to observe and reflect within spiritual opportunities. Some moments designed to foster spiritual growth are woven into the curriculum, but they are not intrinsic across all aspects. This results in some missed opportunities for spiritual development. Pupils considered to be vulnerable are nurtured within a culture built on Christian values. A skilled staff team adapts the curriculum effectively and gives targeted, individual support that meets pupils' needs. Consequently, pupils, including those who have special educational needs and/or disabilities, find success in their learning.

Collective worship is at the heart of each day. Whether during whole-school or class worship, moments of spiritual growth are harnessed by pupils and adults. The concept of 'windows, mirrors, doors and candles' is utilised successfully to support spiritual growth. Worship is inclusive and planned carefully by leaders to be inspiring. Pupils take away key messages to reflect upon and moments of prayer are invitational. Themes, such as friendship, are explored in detail and made relevant to pupils' experiences. They develop a rich understanding of the Bible and connections are made to the example of Jesus. Pupils value opportunities to quietly reflect. Whether through writing prayers or taking part in a range of activities, such as making friendship bracelets, at the communal prayer table. Long-established partnerships with local churches and Christian organisations enhance worship. For example, clergy-led acts of worship deepen biblical knowledge, thus making a valuable contribution to pupils' and adults' spiritual development. Pupils learn to ring the bells at St Mary's Church and take pride in doing so at other island churches. This contributes to the sense of community, whilst helping to develop a sense of wonder and enjoyment as they partake in newly acquired skills.

Because of the caring and nurturing atmosphere, pupils and adults are overwhelmingly positive and happy at the school. A culture of treating each other with respect permeates. The value of respect grows from Matthew's Gospel and inspires pupils and adults to treat each other as they would want to be treated. Thus, pupils behave well as policies and practices are rooted in the language of the values. The current vision has served the school well in



successfully nurturing pupils' individual needs. When times are difficult pupils and adults rightly report that the shared values support and strengthen them. At break times pupils mix and play in harmony. Older pupils support younger children exceptionally well. Initiatives promoting good mental health and wellbeing are prioritised by leaders. For example, a Christian youth group helps older pupils develop confidence and resilience as they prepare for secondary school. The annual inter-faith week provides opportunities to celebrate difference and diversity. Reading material and resources are selected to show a range of backgrounds and family structures. This makes a positive contribution to the harmonious atmosphere. Staff wellbeing is aided by a range of initiatives, for example, through regular pastoral visits from clergy. A sense of belonging permeates, and this guarantees that the needs of staff are well met.

A culture of justice and responsibility is evident at Brighstone. Conscious of the school's rural location, leaders ensure that opportunities for pupils to see themselves as global citizens take place. Visits from a Ugandan educational charity strengthen pupils' understanding of cultural diversity. There are several opportunities to take responsibility through pupil leadership. For example, many older pupils play a significant role by becoming equality and rights advocates. Strengthened through partnerships with other schools, they help their peers understand how people can act when they see injustice within the world. Pupils engage in fundraising for good causes and champion the needs of others. Their support for global ecology and coastal erosion are pertinent for the local area and pupils' understanding of their role as responsible citizens.

RE is effective as time and energy is given to planning a stimulating curriculum. Leaders craft this well to meet the needs of this small, island setting. The teaching of Christian core concepts is effective, but the curriculum does not focus sufficiently on Christianity as a global, diverse faith. Consequently, pupils have an underdeveloped understanding that Christians practise their faith in different ways. Leaders give priority to the subject, for example there are two subject leads who robustly monitor RE. They correctly evaluate strengths, whilst recognising the areas for enhancement. The curriculum is well sequenced and builds on the key concepts of learning. For example, leaders have chosen to focus annually on Buddhist traditions. By revisiting and extending their knowledge, pupils can insightfully compare Buddha's teachings with other religious views. Visitors and visits broaden and enrich pupils' understanding of a range of religions and worldviews. This is supported by studying Humanism, which enables pupils to ask and answer big questions about non-religious worldviews.

Training from the diocese supports leaders in keeping up to date on developments within RE. This is cascaded to teachers through staff meetings and contributes well to the quality of teaching. Robust monitoring by leaders correctly shows that pupils make sustained progress over time. Because of the well-structured curriculum, they articulate learning well and reflect on their thinking about a range of world religions. Pupils share the knowledge that they have learnt with confidence, demonstrating the progress that they have made. Pupils take pride in their work. Individual and class RE books exemplify this well. Assessment tasks are used to gather insightful information about how well pupils are progressing. Teachers use this skilfully to develop future lessons.

Information

Address	New Road, Brighstone, Newport, Isle of Wight, PO30 4BB		
Date	29 April 2025	URN	118192
Type of school	Voluntary Aided	No. of pupils	86
Diocese	Portsmouth		
Headteacher	Rebecca Lennon		
Chair of Governors	Sarah Turvill		
Inspector	Toby Long		