

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holbrook Church of England Primary School (VC)

Vision

Holbrook Church of England Primary School takes inspiration from Jesus' promise to bring 'life in all its fullness' (John 10:10). For us, this means we strive to provide a caring, calm and inclusive environment in which every child can flourish, develop their knowledge and skills, and find their talents and passions.

Live life in all its fullness (John 10:10)

Holbrook 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 empowers pupils and gives them the tools to challenge social injustice. Pupils are keen to be active citizens bringing about meaningful change in our world.
- Spirituality is a golden thread that is weaved throughout the curriculum. Pupils and adults have the opportunity to develop and grow as unique individuals in an environment where all are loved and respected.
- The exceptional mental health and wellbeing provision for all is central to daily life in the school. Leaders have a strong understanding of the needs of their school community and respond quickly and appropriately. Pupils and adults flourish because of the care and compassion provided to all.
- The religious education (RE) curriculum is well planned and sequenced. Opportunities to explore spirituality enrich RE lessons and enable pupils to fully immerse themselves in discussions, creative and written work.

Development Points

- Through their studies of Christianity, develop pupils' understanding of different faith practices. This is to ensure they have a greater appreciation of the richness and variety of Christian worship.
- Further develop pupil confidence by enabling them to have greater involvement in planning and leading worship. This will enable them to have a greater understanding of opportunities for spiritual growth.
- Provide opportunities for pupils to explore different approaches to prayer, further developing their use of prayer across the school and within their lives. This will ensure that pupils are more confident during personal prayer opportunities both in collective worship and in response to 'wow, ow and now' moments.



Inspection Findings

The Christian vision of Holbrook Primary School is embedded deeply throughout all aspects of the school. The school day is also shaped by the Holbrook values which are seen as the essential building blocks of life. Consequently, pupils and adults can describe how the vision and values influence their own lives and behaviours both inside and outside of school. Christian distinctiveness is the heartbeat of the school, ensuring that pupils and adults are flourishing in a culture of deep Christian love and compassion.

Shaped by the vision, the curriculum enables pupils to see themselves as part of a diverse world. It carefully maps out opportunities for pupils' spiritual development in each subject area through 'wow, ow, and now' moments. Pupils can articulate how such moments make them reflect deeply about their own beliefs whilst also providing them with resilience to keep going during difficult times. Opportunities for spiritual development are an intrinsic part of the relational based community within the school. Each classroom has a reflective space which has been designed to meet the needs of all pupils, including those with specific special educational needs or disabilities (SEND). The 'Nurture Nest' and forest school spaces are utilised to provide pupils with opportunities to grow spiritually outside of the classroom. Leaders use live marking alongside pupil self-assessment to successfully monitor the impact of the curriculum. Governors support the school leaders to monitor and evaluate the impact of the school vision and spirituality within the curriculum.

Leaders understand the needs of the school community. Wellbeing is core to the nurturing environment that has been carefully crafted by school leaders. Pupils appreciate daily 'mindful moments' where they are taught techniques to help calm anxiety or simply to give them space to be still. 'Oakley the Worry Tree' is an important part of the school's wellbeing strategy. Pupils post their written concerns into the tree, requesting support from specific members of staff. Concerns and worries are responded to within 24 hours providing reassurance, guidance and support to the individual pupils. A weekly wellbeing clinic led by a member of staff is well attended and enjoyed by pupils. The staff at Holbrook are a harmonious team, united to ensure that every child can flourish. Relationships are exceptionally strong, and staff morale is high. Leaders are well attuned to the needs of the adults within the school. Policies have been updated to reduce workload and leaders respond to the bespoke needs of their staff team. For a small school, the level of professional development opportunities available for staff is impressive. One member of staff proudly stated that 'Holbrook has turned my teaching life around. It is an inspirational place to work.' Both parents and staff are confident that the school will support any worries or concerns they may have. The school provides a caring, calm and inclusive environment which enables pupils and adults to flourish both academically and socially.

Both wellbeing and spirituality are intelligently fused within collective worship. Pupils describe collective worship as an opportunity to stop, to be reflective, grow spiritually and learn about God. Each class has a specific mindful moment linked to collective worship, for example butterfly breathing. These moments help pupils to transition from the busyness of life, to a time of reflection and growth. Collective worship is centred around one of the school's values each half term. Whilst the Year 6 worship team start and end



collective worship, the main delivery usually comes from the school leaders or the curate from the local parish church. Pupils are keen to have more opportunities to plan and lead whole school collective worship. This will enable students to grow in confidence both with the content covered but also nurture and showcase their talents to the school community. To further develop and enrich pupils understanding of a range of Christian worship, the school plans to utilise partnerships with other churches within the city. Leaders are keen to ensure that pupils experience a wide range of Christian worship. The school is working with the local church to explore different approaches to prayer. Leaders have commenced a plan to make prayer more pupil led. They have already started this process by running prayer workshops, where pupils learn the different purposes of prayer.

Pupils at Holbrook are empowered to use their voice to speak out against social injustice and be agents of change. Whilst diversity amongst the school population is low, the curriculum is tailored to challenge stereotypes and consider social injustice around the world. This ensures that all forms of diversity are recognised and celebrated. Parents compliment the school's approach and feel that their children are prepared not just for transition to secondary school but also for life outside Holbrook. There is a multitude of pupil leadership opportunities within the school. Pupils eagerly apply for these roles and take them very seriously and with great responsibility. Pupil 'Taskforces' exist in a variety of areas including wellbeing, community, environment and worship. Year 6 pupils lead these taskforces in ministerial positions. In the summer term Year 5 pupils are buddied up with pupils who are about to start in Class 1 in September. The older pupils write a letter to the younger pupils and their families welcoming them to the school community and offering the hand of friendship. These relationships are the foundation for successful transition but also foster the sense of belonging and community for the whole family as they are inducted into the school.

The RE curriculum is exceptionally well led and staff are confident in delivering content in imaginative and creative ways. This ensures that the curriculum is inclusive and engages pupils of all abilities. Staff are developing oracy through RE and encourage pupils to think and speak like theologians. Pupils are keen to engage and learn about a range of faiths and worldviews. High quality staff training encourages staff to consider different creative methods to deliver content whilst also providing opportunities for spiritual growth. In one lesson pupils were responding to the story of creation by creating their own spiritual rainbow of life. Pupils have a strong understanding of bible stories and can articulate how they apply to their lives. The curriculum ensures that pupils are aware and appreciate Christianity as a worldwide faith. Pupils learn about a range of faiths and worldviews. Understanding has been strengthened through visits to a range of places of worship.

Information

Address	Moorside Lane, Holbrook, Belper, DE56 0TW		
Date	12 November 2024	URN	143450
Type of school	VC Primary School	No. of pupils	136
Diocese/District	Derby		
MAT/Federation	Derby Diocesan Academy Trust		
Headteacher	Ingrid Taylor		
Chair of Governors	John Maxwell-Jones		
Inspector	Sandra Stapleton		