

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brockington College	
Address	Blaby Road, Enderby, LE19 4AQ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Good
The effectiveness of religious education (RE)	Excellent

School's vision
<p>At Brockington College, our intention is to cultivate the intellectual, creative, social, physical, moral and spiritual development of all our pupils. We believe that each child has a God-given, unique identity. Together, whether pupil, teacher, wider staff member, parent or carer, church member, or part of the wider community – we play a crucial role in realising our vision: Learning to Live Life to the Full.</p>
Key findings
<ul style="list-style-type: none"> • Brockington is a vibrant learning community fuelled by its Christian vision for all to experience fullness of life. This school enriches and transforms lives, particularly for those who are vulnerable, who encounter challenges or have additional learning and personal needs. • Fullness of life is secured by inspired and inspiring leadership, including at governor and trust level. Leaders model reflective, vision-driven practice so that students and adults are empowered to live their best lives. • The curriculum and extra-curriculum offers are wonderfully rich, creative and tailored so students' talents and interests are nurtured, including through vocational subjects. Combined with outstanding pastoral care, students grow into well-rounded young adults, confident in their unique identity. • The impact of collective worship is good. Supported by the very popular chaplains and key staff, most worship is relevant and engaging. Daily time for reflection contributes to spiritual flourishing. Students are beginning to use the language associated with spirituality to express themselves. • Religious education (RE) is exceptionally well led and taught by expert staff. Students' learning is profound and deep. Evidence from assessments, exam results, students' work and oral responses affirm that this subject is a living expression of fullness of life.
Areas for development
<ul style="list-style-type: none"> • Explore and extend the shared language of spirituality. This is so that students are more confident to express their views as they develop spiritually, through worship and across the curriculum.

Inspection findings

Brockington is a school filled with faith and is completely faithful to its Christian foundations. It is an excellent Church school because leaders make life-changing decisions that transform lives. Living life to the full is a palpable vision which fuels leaders, staff and students to grow and learn together. Leaders at all levels harness the power of the life and teachings of Christ to make courageous decisions that improve students' life chances. Championing vocational and creative subjects, leaders provide a curriculum that is 'counter-cultural' in its richness and diversity. If students are better served by alternative provision, vocational subjects and individualised programmes of study, these are provided, regardless of cost. As students state, Brockington is a 'big family and a small village' which acts in the best interests of its community. It challenges stereotypes of what Secondary education may be expected to be. This school is more than a set of exam results. It is a school that embraces the needs of its community and beyond. Working with its multi-academy trust, diocese and partner schools, leaders contribute to and benefit from enriching connections. In this way, the school supports students and pupils in other schools to live life to their full. As governors affirm 'What Brockington achieves cannot be measured, it is eternally valuable.'

In recent years, the proportion of students presenting with emotional, mental health and social needs has increased. In response to this, pastoral leads work with heads of year and dedicated staff to provide consistent and constant support. This focus on the 'whole' person, is supplemented with a skilled team of pastoral staff who are totally invested in their roles. Psychotherapy is provided through specialist counselling for staff as well as students. This is exceptional. Consequently, students overcome barriers to their wellbeing and learning. Members of staff who experience trauma are deeply grateful for the support. As one said 'I have a bright future because of Brockington'. Such outstanding nurture provision is highly effective. Consequently, attendance rates are good and exclusions rare. Many students who access support go on to mentor their peers and serve in a myriad of volunteer roles. The depth of social conscience means no one is left behind, honouring difference and diversity. The school lives out its commitment to be the good shepherd, shown in the school badge. Students, who join from other schools where their experience has been difficult, are welcomed with the utmost respect and care. Trusting relationships ensue. Students anticipate a positive future because staff ensure that all experience the full range opportunities on offer. An example of this is the 'Enstruct' construction offer where students are recognised with awards and apprenticeships due to their skills. Provision for more able students is exemplary. Further (advanced) maths lessons after school on Fridays enable students to have mastery of the subject. Academic and vocational outcomes are good and are on course to make aspirational targets, when compared with similar schools.

The culture of the school is life-affirming. Each person is uniquely cherished. Strategic decisions on leadership structures mean each year group has its own head of year and a member of staff dedicated to pastoral welfare. The impact of this is that students have confidence that adults are there every day to support them personally and academically. When recruiting a chaplain, two strong candidates were interviewed, and governors decided to appoint both. Mindful of its local community, governors make a minimal charge for lettings for a wide range of community activities held on site. Spending, therefore, is directed to contribute to fullness of life in the local area, beyond the school.

Staff thrive at Brockington. They are positive role models for students. The principal and leadership team enable all staff to be valued and to develop their skills and interests. Many staff are long-serving. Some leave and then return because the impact of the vision is so strong. Brockington staff engage with other staff across the trust to share expertise and learn



from the partnerships. Noting that many Year 7 students lacked 'secondary readiness', staff work closely with primary colleagues on transition. This has proved effective so that students with special educational needs are well-supported when joining Brockington.


Spiritual nourishment abounds. A wealth of activities, including exciting enrichment days, develop students' ability to reflect and respond. Students are clear that such activities 'shape our understanding and ways we think'. Form worship time affords regular opportunity to pray or reflect and is known as 'spiritual reflection'. Student leaders volunteer and support form worship and larger 'assemblies'. They plan and deliver activities for other forms and demonstrate the vision of 'cultivating' others. Leaders are developing a shared vocabulary around spirituality. The concept of referring to 'windows, mirrors, and doors' to explain spirituality, is at an early stage of usage.

Collective worship follows a familiar rhythm over the week. It is planned by key staff with invaluable input from the chaplains. There is a consistent biblical basis to each act of worship. Worship marks the key events in the Christian calendar. Students in Key Stage 3 attend the parish church to celebrate Harvest, Easter and Christmas. In these services, students play an active role, illustrating their confidence and knowledge of Christian traditions. Themes for worship are relevant and relate to students' experiences as well as the vision and values of the school. For example, considering the value of respect, students consider how they can have self-respect. As worship is carefully crafted to be inclusive, it allows those who wish to reflect, rather than pray, freedom to do so. In assemblies, the chaplains and other key staff lead prayers so that worship time concludes in a calm and thoughtful way. A range of creative in-person assemblies complement the videos used in 'spiritual reflection'. Time together for worship reinforces the very strong community ethos of the school, where all contribute to the flourishing of others.

RE makes a significant contribution to personal, social, and academic development. Students exude enthusiasm, maturity and use an excellent subject-specific vocabulary. The subject is important to them. 'It helps us understand others and helps us see more clearly who we are' is a view repeated by students from Years 7 to 10. The subject ignites students to think deeply and consider life's 'big questions'. In this way, RE is at the heart of the success of the school as a Church school.

Students capture the profound impact of the school. 'The Christian vision benefits others and ourselves. We don't let anything hold us back, we try our hardest to have a full life with no regrets.'



	The effectiveness of RE is		Excellent	
	<p>RE demonstrates leaders' investment in the vision of flourishing. Almost all students take the full GCSE qualification, following a secure foundation in Key Stage 3. Exam results are impressive and surpass those in other subjects. Students are challenged in their thinking, enjoy the debate and exploration of themes like 'crime and punishment'. They have an impressive knowledge of diversity within Christianity. The subject is exceptionally well taught by expert teachers who inspire students to value the subject.</p>			
Information				
School	Brockington College	Inspection date	15 June 2023 - 16 June 2023	
URN	138521	VC/VA/Academy	Academy	
Diocese/District	Leicester	Pupils on roll	1193	
MAT/Federation	Embrace Multi-Academy Trust			
Principal	Sadie Batstone			
Chair of Governors	Stuart Wright			
Inspector	Allyson Taylor	No.	768	