

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bramford Speke Church of England Primary School

Vision

“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.” [Matthew 13 v 31 to 32].

Bramford Speke School is small numerically, but it is capable of mighty things, just like the mustard seed that Jesus described in his teaching. The mustard seed starts off small but grows and can eventually accommodate birds in its branches. In the same way, the school flourishes, enabling children and adults to grow in learning. Also in character as they learn to work and live together as a small community

Bramford 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.

Notable Strengths

- Christian vision shapes the work of the school which leads to pupils, adults and families feeling a sense of belonging nestled within a community. This is reflected in the way collective worship is valued in the school. It is a time to come together, explore, worship and connect with one another.
- Through Christian leadership, collaboration and commitment, pupils and staff work well together in an inclusive, dignifying and equitable culture. Both long-standing and new members of staff flourish alongside the pupils.
- Leaders show strong stewardship and a deep sense of responsibility towards the local community they serve. They model the school's values through their welcome, communication and interactions with families.
- The high-quality leadership of religious education (RE) ensures that the subject has high profile within the school. Teachers are supported well in their roles through the strong collaboration within the school and across the wider federation.

Development Points

- Encourage pupils to explore outworkings of the vision and the impact on other people's lives. This is to help them understand how their choices reflect fairness, justice and Christian values in the wider community.



Inspection Findings

IQ1: Vision and Leadership

The theologically rooted vision, expressed as ‘small but mighty’, is securely established and shapes school life. As a result, it has a transformative impact, guiding decision-making and inspiring practice. This vision provides a secure foundation for pupils and adults to flourish. Leaders and governors describe it as a guiding principle for their work, with pupils able to explain what it means for them in their daily lives. The school’s Christian values of love, hope, community, dignity and wisdom are lived out by pupils and adults alike. Leaders are determined that the vision remains a strength, aiming to uphold the worth of every child and celebrating the uniqueness of each member of the community. Relationships are strong and inclusive, enabling pupils to be nurtured, challenged, and equipped with confidence to grow academically, socially, and spiritually. Parents and carers attest that the vision makes a real difference to the way pupils engage with the wider world. They give the example of the school rugby team which, though too small to win the tournament, received the ‘fair play award’. This, they say, embodies the essence of ‘small but mighty’ and demonstrates the lived reality of the vision. Rather than focusing solely on winning, pupils are recognised for the values they uphold in competition: fairness, dignity, and respect. Leaders and pupils draw on the parable of the mustard seed for this reason. Pupils understand that great things can grow from small beginnings and take pride in knowing that they too are capable of mighty actions, whatever their size.

IQ2: Vision and Curriculum

Through the curriculum and leadership of the school, pupils are afforded opportunities that inspire and challenge them. The impact of this can be seen in the way that pupils engage in their learning and with each other. Teachers, supported from within the school and the federation, know their pupils’ needs and build on their interests and abilities. Leaders, including governors and those in the federation, monitor the curriculum to ensure that it stays true to the school’s vision. Adults have taken time to consider how spirituality is being developed with increasing clarity.

IQ3: Worship and Spirituality

Collective worship is central to the school’s life and is described by pupils and adults alike as a joyful time of learning and connection. It is inclusive and invitational, allowing exploration of their spirituality in a safe and supportive environment. Led with care and conviction, worship reflects the school’s desire to share the teachings of Jesus in ways that are accessible and meaningful for every pupil. There is a strong sense of togetherness as the whole school gathers to pray, reflect, and celebrate. Pupils speak of worship as a place where they can think more deeply about how values such as love and community shape their daily lives. As a result, pupils have the confidence to express their beliefs, ask meaningful questions, and see worship as relevant to their lives.

IQ4: Church School Ethos and Culture

Pupils are consistently respectful and show an evident commitment to living out the school’s Christian values. These values are visible in the way pupils relate to one another, to staff, and to visitors. Behaviour is characterised by kindness and consideration, rooted in the ethos that every person is precious. Pupils speak with confidence about how their values guide their choices and actions. They are encouraged and supported by a network of adults who mirror and model the same expectations. Parents and carers accurately appreciate the difference that adults in the school have made to their children. This ethos is strengthened through partnership with the church, diocese, and governors. They play a vital role in strengthening the school’s Christian character, providing pastoral care, strategic guidance, and practical support. This can be seen through the work with the diocese on flourishing lives and the impact it has had across the federation. Through their active involvement, the whole school community is reminded of its place within the wider Church and is sustained in its shared vision for flourishing.

IQ5: Justice and Responsibility

Compassion is shown through responses to local needs, with work extending beyond the school, particularly during Harvest and national occasions. Members of the Junior Ethos Team take their responsibilities seriously, contributing actively to school events. For example, they run a tuck shop to support the local toddler group.



Leaders gather pupil views through Ethos meetings and work alongside the clergy to develop this engagement further. Although pupils raise money for charities, they are not always guided to understand the impact of their contributions or the joy their involvement brings. For example, when pupils raise money for the toddler group, they describe it as a 'nice thing to do.' This is because they once attended it and recognise it as 'kind'. However, they show limited understanding of the difference their support makes or the reasons for continuing to help.

IQ6: Religious Education

The leadership of RE is of high quality and ensures that this subject is valued across the federation. Leaders are passionate about enabling pupils to develop a deep understanding of Christianity as a global faith alongside other faiths and worldviews. Teachers are well supported by the federation school improvement leads for RE. They provide training, resources, and regular opportunities for professional dialogue. This investment in staff confidence and expertise results in pupils' increased curiosity to explore big questions and develop critical thinking. This is evident in pupils' respectful and insightful discussion of difference and diversity, demonstrating genuine interest in the beliefs and practices of others. RE leaders are committed to ensuring the very best practice in RE and are excited about its impact and growth within the curriculum. As a result, the subject makes a significant contribution to the school's Christian vision, helping pupils to recognise that from small beginnings can grow wisdom, understanding, and respect for all.

Information

Address	Brampford Speke, Exeter EX5 5HE		
Date	25 September 2025	URN	113347
Type of school	Voluntary controlled	No. of pupils	46
Diocese	Exeter		
Federation	Exe Valley and Moorsway		
Executive Principal	John Jolliffe		
Acting Head of School	Deborah Woolacott		
Chair of Governors	Jackie Enright		
Inspector	Jane Bird		