

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brill Church of England School

Vision

With the wind in our sails, we shall live 'life in all its fullness'. (John 10:10)

This vision reflects our aspiration for every child to flourish holistically: academically, spiritually, socially, and emotionally. Supported by our Christian values, we embrace uniqueness, nurture creativity and build resilience so that every Brill child can reach their potential and be prepared today for a diverse ever-changing world tomorrow.

Brill Church of England 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

- The school's Christian vision for all to live abundantly is woven into school life. It is lived out daily through the values of compassion, courage, honesty and hope. Pupils and adults fully embrace the vision, creating a strong sense of community.
- Brill school is a place of welcome and belonging, offering exceptional support for pupils and families. Pupils with vulnerabilities and those with special educational needs and/or disabilities (SEND) are particularly well supported and cared for.
- A focus on pupils living life to the full inspires a rich curriculum. A wide variety of trips, visits and clubs enhances the curriculum offer. As a result, pupils are given many opportunities to thrive with 'the wind in their sails'.
- Strong partnerships with the local clergy and All Saints Church enable the school to provide inclusive and inspirational worship. This contributes well to the spiritual flourishing of adults and pupils in the school.
- The culture of justice and responsibility filters through all aspects of school life. This leads pupils to live out the values by caring passionately for the environment, as well as by helping others.

Development Points

- Improve the detail and focus of monitoring the Christian vision. This is to ensure that it drives the strategic direction of the school more explicitly.
- Consolidate the school's approach to spiritual development across the whole curriculum. This is so that pupils have a greater understanding of the impact spirituality can have on their lives.
- Develop pupils' understanding of Christianity so they better understand it as a diverse and living world faith.



Inspection Findings

Vision and Leadership

The deeply embedded Christian vision and associated values are central to school life. They are known and wholly embraced by the school community. This means that there is a deep understanding of 'living life in all its fullness'. As a single academy trust, committed leaders know the school well and use the vision to guide their actions. They steer Brill's strategic development conscientiously and make changes that lead to improvement. Leaders are proactive in ensuring the vision is at the heart of their financial considerations. An example is a recent decision to purchase a speaking and writing resource. This has had a notably positive impact on literacy skills across all year groups, leading to flourishing. Resolving to invest in the school swimming pool means that this exceptional facility is available for the benefit of all pupils. Professional development is prioritised, therefore staff feel supported and find fulfilment in their careers. Governors visit frequently to witness the vision in action. However, formal monitoring and evaluation of the vision lacks consistent focus and rigour.

Vision and Curriculum

The ambitious curriculum, along with thoughtful decisions about how pupils learn, is shaped by the vision to experience life fully. Staff work relentlessly to ensure that their pupils establish solid foundations for learning so they can thrive, regardless of ability. Tailored provision ensures that pupils with SEND or additional needs get the support they need to flourish. This enables them to be courageous and resilient, successfully engaging with school life and the curriculum. Therefore, they too, can feel the wind in their sails. The beautiful, rural setting is used effectively to nurture a love of the natural world. As a result, pupils experience meaningful spiritual development. There is a rich extra-curricular offer. Consequently, pupils have a wide variety of opportunities to explore their unique talents and broaden their horizons. This includes learning to swim in the on-site pool, gardening and forest school, together with numerous clubs and trips. Teachers encourage pupils to reflect on moments of wonder through 'ows, wows and nows'. This approach offers a scaffold for further spiritual flourishing. However, this is at an early stage of development.

Worship and Spirituality

Collective worship is valued as a special time for the school community to come together for invitational prayer, singing and celebration. Centred around the vision and values, it is uplifting, inclusive and carefully planned. This means that attendees have time to pause during the busy day, creating opportunities for spiritual growth. As a result, they can seek answers to questions and experience quiet, spiritual reflection. Parents appreciate invitations to attend worship, both to school celebration assemblies and monthly visits to the church. Because of this, there is a strong sense of community and belonging. Pupils particularly enjoy taking part in an annual, interactive prayer space event. This has the effect that they are able to 'think about nature and all the things God made in this world.' Outdoor acts of worship at the windmill are particularly inspiring and enjoyable. The resulting atmosphere enables those present to be spiritually nurtured. **Worship** is significantly enhanced by the strong partnership with the local church. Clergy lead worship, as well as provide valuable, compassionate pastoral support. This helps members of the school community to find comfort and reassurance, especially during challenging or difficult times.

Vision and School Culture

Mutually beneficial partnerships between the school, families, the wider community and the diocese are particularly strong. This demonstrates the school's commitment to be outward looking, so all may live life to the full. A buddy system supports the wellbeing of younger pupils. Therefore, they feel safe and cared for, allowing strong relationships to flourish. The school's therapeutic approach to behaviour management reflects the vision well. It allows Brill pupils to discover their own individual strengths and talents. Consequently, they behave exceptionally well. Inspired by the Christian vision, there is effective support for mental health for both adults and pupils. The 'reset rooms' are an example of this. Pupils find solace in these safe spaces when they feel



anxious or worried. Consequently, individuals thrive in a warm, nurturing environment. Younger pupils are encouraged to recognise compassion through being 'kindness detectives'. This leads to the school community living well together in a palpable atmosphere of love and support. The school's therapy dog, Primrose, is much loved and brings comfort and happiness to many. Staff are supportive and appreciative of each other, resulting in a strong, effective team. Parents are overwhelmingly positive about how their children are supported according to their needs. This leads to a strong partnership between home and school.

Vision, Justice and Responsibility

Rooted in the vision to 'live life in all its fullness', pupils gain a deep understanding of justice and responsibility. Through leadership roles such as eco councillors, library helpers and 'collective crew', they are empowered to help others. Pupils gain an understanding of caring for others by actively supporting charitable projects such as 'Wrap Up'. This facilitates a coat collection for those in need. The local foodbank and national charities such as Genes for Jeans are also supported. These actions enable pupils to learn empathy and show compassion for others. Causes that matter to them are identified so that they can, in turn, help others to live their lives to the full. This leads to pupils organising many projects and activities. For example, the eco councillors raise awareness of matters such as food waste, litter removal and recycling. The 'little rotters' talk about their composting role with obvious enjoyment. This demonstrates the satisfaction pupils acquire by being proactive and therefore making a difference.

Religious Education

Religious education (RE) is a priority in the school. The curriculum is carefully planned, challenging and well-sequenced. Staff receive appropriate training from the diocesan and school leaders, which supports effective and creative teaching. Pupils engage with complex topics and beliefs, demonstrating a knowledge of a range of worldviews and religions. However, their understanding of the diversity of Christian belief and practice around the world is limited. The curriculum is enhanced by visits to places of worship, including the Three Faiths Tour. Visitors to school share their faith and customs, allowing pupils to experience different religions first hand. These further pupils' interest and enjoyment of the subject. Enrichment opportunities, such as RE Week and regular Christian-themed events, deepen pupils' spiritual and cultural engagement. Key questions such as, 'What is the true meaning of Christmas?' allow pupils to be open-minded, critical thinkers.

Information

Address	The Firs, Brill, Aylesbury, HP18 9RY		
Date	26 November 2025	URN	139446
Type of school	Single Academy Trust	No. of pupils	199
Diocese	Oxford		
Headteacher	Rebecca Smith		
Chair of Governors	Jayne Michaela Gibson-Harris		
Inspector	Jenny Earp		