

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burton Church of England Primary School			
Address	Campbell Road, Burton, Dorset, BH23 7JY		
Date of inspection	22 January 2020	Status of school	Voluntary Controlled Primary
Diocese / Methodist District	Winchester	URN	113789

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Burton is a primary school with 328 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Since the last inspection a new headteacher has been appointed. A new role of assistant headteacher has been established and a new vicar has been appointed for the local church.

The school's Christian vision

Building a caring Christian community which inspires a love of learning where:

- **Reverence**
We are all 'God's Masterpiece', reflecting him and respecting each other.
- **Compassion**
We strive to follow Jesus' example and show empathy for the struggles of others.
- **Friendship**
Working together we achieve shared goals whilst celebrating our diversity.

"For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago." Ephesians 2:10

Key findings

- All groups within the school community attribute improvements in pupils' behaviour, standards and wellbeing to a greater emphasis and understanding of the school's Christian vision and values.
- Pupils are clearly regarded as unique individuals within this school. They receive care and love, grow in confidence and self-worth and are given numerous opportunities to develop and succeed.
- In recent years the school's standing and involvement in the local community has increased, allowing pupils to look beyond themselves and to become courageous advocates.
- Collective worship is particularly well planned and organised. It clearly supports the school's Christian vision, having an impact on the lives and attitudes of pupils and adults.
- Religious education (RE) provides pupils with a growing understanding of Christianity alongside a range of other world religions. Through these lessons, pupils are developing their skills in discussion, including listening to the views of others.

Areas for development

- Develop the role of governors and leaders in monitoring and evaluating the Christian distinctiveness of the school as a Church school.
- Embed a shared understanding of the school's response to spirituality in order to support the spiritual journey of pupils.
- Further develop the school environment to provide greater opportunities for reflection and prayer.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The arrival of a new headteacher since the last inspection has inspired school leaders and staff to take a fresh look at the school's Christian vision and values. The vision has been updated and the values examined with all stakeholders so that they are now at the heart of the school. These, alongside a Burton code, form the very essence of this school and are enabling pupils and adults alike to flourish and succeed. There has been a particular impact on pupil behaviour and their ability to engage within lessons. Although academic standards fall below national expectations, they are on an upward trend and progress made by all groups is closer to, or above, expectations. Governors are rightly proud of the school, challenging and supporting the school's senior leadership team to aid improvements. Recommendations from the previous inspection have been or are being addressed. Systems for monitoring and evaluating the Christian distinctiveness of the school are not yet sufficiently robust. In recent years the school has developed an even stronger partnership with local churches and welcomes members into school on a regular basis. The local church is used regularly for school services and all members of the school community enthusiastically discuss these occasions.

A great strength of this school is the way in which all pupils are treated as unique individuals and supported in their development. The school provides a creative learning environment with a broad and balanced curriculum. All members of staff work to ensure that all pupils have access to this. Pupils are taught to value themselves as 'God's masterpiece'. This aspect of the school's vision is understood and clearly explained by pupils and adults. The school's long term curriculum plan now includes regular opportunities for pupils to discuss issues and to question ideas. There is also a section with ideas for spiritual development. There is not yet however, a clear and secure understanding amongst adults of spirituality. Teachers are trialling ways to capture pupils' spiritual journey, to enable them to recognise what this is and to understand how aspects of collective worship support this.

Of particular note is the school's provision for pupil mental health and wellbeing. The appointment of a pastoral worker has had a very positive impact on both pupils and staff. She clearly has a passion for helping all those associated with the school and uses a variety of innovative ways to support them. Pupils' behaviour is good. Many adults comment on how relationships have strengthened due to a greater emphasis on the Christian vision and values. School staff have made good progress in improving attendance, in particular that of vulnerable pupils. Some pupils say they do not want to be absent as they do not want to miss the activities in lessons. There are a range of leadership groups which pupils can be elected to. They are keen to be a part of these as they feel their voices are heard. Two of the most influential pupil groups are the Pupil Governors and Spirituality Champions. The pupil governors meet regularly with the chair of the governing body and have helped to influence pupil behaviour around the school as well as installing lockers for junior pupils. Spirituality champions have helped to shape collective worship.

The school has developed links with a school in Uganda. Pupils speak positively about what this association means to them. This has enabled the pupils from Burton to learn about the similarities and differences in the lives they lead. The pupil governors consider suggestions for fund raising from pupils in their class. They are keen to support local charities or those which resonate with families from the school, an example of which is the support for Epilepsy UK. The school now takes an active role in the community, with reception pupils regularly visiting a local residential home and Year 6 pupils reading to children at the pre-school. Pupils are developing an understanding of the exploitation of the natural world and show an increasing concern for justice and equality. They are able to verbalise the way in which they believe the school's vision and values are supporting them in the way they learn and behave. In particular, they show an understanding of how the three values are used in their everyday lives. There is a culture of treating others with dignity and respect and accepting each other for who they are. The introduction of choosing a weekly VIP from each class ensures that every child is valued for their unique qualities.

Pupils and adults are able to reflect on the impact of collective worship on their lives. A pupil spoke about a specific worship being remembered and using what was learnt to help guide them in making a decision. Collective worship is seen as a time for the school to come together, to be calm and thoughtful and in particular to consider the school's Christian vision and values. Worship begins with the lighting of three candles

by spirituality champions with the whole school responding to a Christian greeting. The school collective worship policy is clearly written, ensuring all leaders of worship are aware of how important this is to the school. Pupils show an age appropriate understanding of the Trinity and of the Eucharist. They have knowledge of a variety of Bible stories and can relate some of the messages from these to their own lives. Collective worship is monitored by a range of pupils and adults and this has led, along with suggestions from the spirituality champions, to changes and improvements to collective worship. There are times throughout the day when pupils and adults are able to pray. Prayers for worship are often written by the spirituality champions. A reflection area has been started in a central position in school and this is used by some pupils. However, the reflection boards in classrooms are not always easy for pupils to interact with.

RE is well led by an enthusiastic, experienced teacher. The planning of this subject has recently been altered to take into account the introduction of Understanding Christianity. Within lessons pupils are able to discuss a range of world religions and show an age appropriate understanding of Christianity. Assessment of RE is at an early stage so it is not yet possible to see the progress pupils are making. The RE leader monitors pupils' books from across the school and has completed some pupil conferencing. She attends diocesan training and network meetings where she is able to share practice with other schools. Pupils say they enjoy RE lessons as they are able to have meaningful discussions on a range of religious topics.

Headteacher	Alison Timmings
Inspector's name and number	Sally Jenkins 913