

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### **The Butterwick Pinchbeck's Endowed Church of England Primary School**

School Lane, Butterwick, Boston, Lincolnshire, PE22 0HU	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Lincoln</b>
Previous SIAMS inspection grade	Good
Local authority	Lincolnshire
Date of inspection	25 January 2017
Date of last inspection	11/12 January 2012
Type of school and unique reference number	Primary - 120683
Headteacher	Samantha Towers
Inspector's name and number	John Gibbs - 818

#### **School context**

The school is a larger than average sized primary school which has grown considerably since the previous inspection. Most of the children are from Boston, Freiston, Butterwick and other surrounding villages. The majority of children are from a White British background. The percentage of pupil premium children, those with special educational needs and disabilities and English as an additional language is below the national average. The school is in the top quintile for pupil movement. The school had an Ofsted inspection in December 2016.

#### **The distinctiveness and effectiveness of The Butterwick Pinchbeck's Endowed Church of England Primary School as a Church of England school are good**

- The Christian ethos of this school is well established and explicit so that pupils understand the importance of caring for others and giving their best at all times. Collective worship is important in the school but the pupils' involvement can be improved in its planning, delivery and evaluation.
- A positive and nurturing Christian environment underpins good teaching and learning experiences for all pupils.
- Christian values are shared by the whole school community and these have a major impact on pupils' spiritual, moral, social and cultural (SMSC) development though the school improvement planning of Christian distinctiveness could be more systematic.

#### **Areas to improve**

- Develop innovative ways for children to develop their personal reflection both indoors and in the outside environment.
- Ensure the school has a strategic plan for developing staff and governors so that their effectiveness as leaders in the church school context is improved.
- Enhance the role of the Collective Worship Council to ensure pupil voice is effective in planning, delivering and evaluating school worship.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

This is an especially happy and caring school where explicit Christian values of justice, peace, respect, hope, love and friendship are deeply embedded and integral to every aspect of school life. These values are lived out impressively by the pupils who relate them with stories in the Bible and the life of Jesus in a knowledgeable manner and underpin the school motto, 'Live Together, Learn Together, Achieve Together.'

Pupils readily describe the way that Christian values underpin their achievements and also their lives on a daily basis. For example, one pupil gave an excellent illustration of how they used the value of peace to solve a playground argument between two children. Relationships between all members of the school community are exceptional. Staff and children respect and value each other enormously. As one pupil said, 'We always have someone to talk to and help us, the children and staff are very open-minded.'

Parents speak very positively of the school's distinctively Christian ethos and its inclusivity. One parent said, 'The teaching and support staff here put themselves out for you and always go the extra mile. Nothing is too much trouble, problems get sorted it's a very pro-active school.'

Pupils are well supported both academically and personally within a very positive environment underpinned by good quality teaching and learning experiences. The above average level of attendance and relative lack of exclusions are the result of positive encouragement and high behaviour expectations as evidenced by discussions with pupils and staff.

The school makes effective use of its environment to celebrate its Christian foundation and to nurture the spiritual, moral, social and cultural (SMSC) development of pupils. Examples include classroom and hall displays of the school's Christian values and classroom prayer and religious education (RE) corners. A Lego bricks wall of prayer is very popular with the pupils and is used imaginatively.

Children are given plentiful opportunities to pray and reflect during the school day which enables their personal spirituality to develop and there are plans to develop a spiritual area in the school grounds. Visitors from a variety of religious backgrounds help to broaden the pupils' understanding of diversity.

Pupils are motivated to support and fundraise for a wide range of charities at a local, national and worldwide level. One pupil said, 'I think it's important to help people who haven't got as much as we have and it makes you feel good inside helping them.'

### **The impact of collective worship on the school community is good**

Worship is a very important part of the school day. It is a happy occasion when the whole school community joins together in celebration and prayer. Worship includes the extensive use of Bible stories that deliver themes clearly related to the school's values. Pupils describe the impact of these worship themes with perception and positivity.

They enjoy the variety of collective worship experiences provided by the school as well as taking an active part through role play in assemblies and by singing a wide variety of hymns. There are a range of worship styles led by various contributors including staff, local clergy and occasional outside speakers. This contributes to the pupils' understanding of different Christian traditions in worship and the seasons of the church's year. Similarly, the celebration of festivals in the church year enhances the worship programme by developing an understanding of Anglican tradition and practice.

Pupils are aware of the Trinity and are able to talk about God as Father, Son and Holy Spirit with a developing measure of understanding. There is a very strong relationship between school and local church which is appreciated by children and parents who value the opportunities to attend school acts of worship in church when space permits.

Pupils' attitude to prayer is respectful and positive. They know a variety of prayers and make regular contributions to a prayer book as well as in acts of worship. Pupils have some opportunities to be involved in worship but the extent to which they regularly plan and lead worship is at an early stage of development. This is mainly through an active Collective Worship Council which meets once a term to discuss assemblies with the vicar. Collective worship is effectively monitored by foundation governors with the headteacher and collective worship leader. It is not yet outstanding because pupils only play a peripheral role in the planning, delivery and evaluation of collective worship.

### **The effectiveness of the religious education is good**

School leaders place RE highly amongst their curricular priorities and the subject receives an appropriate amount of curriculum time and budget allocation. Effective strategic leadership of RE results in clear policy documentation and effective teaching and learning in the subject. The subject leader shows a good level of subject expertise and knowledge of current developments in RE. There is a strong vision for further improvement in the subject.

The subject programme maintains an appropriate balance between Christianity and other world faiths and lesson planning is well documented. The subject underpins the school's Christian values effectively and makes a significant contribution to the children's SMSC development.

Pupils report that they 'really enjoy' RE. 'I learn about lots of different religions and also really interesting facts about them as well as the life of Jesus', said one pupil. As a result the level of engagement in the best lessons is very high and the impact of the subject is good.

Planning clearly indicates how assessment is used in order to target further learning. Individual formal summative assessment is in place albeit at an embryonic stage. Overall, pupils make good progress and achieve at least in line with national expectations and in some cases above. Parents commented about their children's enthusiasm for the subject and the positive impact RE teaching had upon them.

High quality displays of RE work in classrooms and school corridors showcase pupils' achievements and celebrate and enhance the teaching of the subject. The children display a high knowledge of many of the key aspects of Christianity and the Bible as well as other major world faiths. Religious Education is not yet outstanding because assessment strategies need to be further developed to include use of exemplar materials and reference to other schools to ensure consistency through moderation.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher, senior leaders and governors have a well developed vision for the school which they articulate with confidence and clarity and which is rooted in distinctively Christian values. They are effective in promoting the continual development of the school's Christian ethos which has continued to thrive since the last inspection.

The vision is clearly expressed in documentation which has ensured that RE and collective worship feature as key areas for development and improvement. The headteacher and governors model active Christian leadership in their work and this has a major impact on the well-being of the whole school community. Leadership is not yet outstanding because the school does not have a strategic plan for developing the staff and governors as church school leaders and evaluation strategies on the overall effectiveness of the school as a church school are not embedded.

Parents and pupils feel that their views are sought and valued by school leaders. Team spirit in the school is high and members of staff are extremely positive about relationships within the school. The school's Christian vision impacts positively on the standards of behaviour and achievement in the school. The quality of the partnership between the school and the local community is good. The links with the local churches are very strong and members of clergy make a valued and regular input to the school in a variety of ways.

General school self-evaluation is realistic leading to effective improvement strategies which meet the needs of learners in all areas. Collective worship and RE meet statutory requirements and are well led and managed. They contribute effectively to pupils' understanding of Christian values. Members of staff work hard to build a strong partnership with parents who cite the school's Christian ethos as a contributory factor for choosing the school. The areas for improvement of the previous inspection have been met in full.

SIAMS Report January 2017 The Butterwick Pinchbeck's Endowed CE Primary School, Butterwick, Boston, PE22 0HU