

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Butterwick Pinchbeck's Endowed Church of England Primary School

Vision

The school's vision is rooted in 1 Corinthians 14:16 'Do everything in love'.

As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.

Together Everyone Achieves More

Butterwick Pinchbeck's Endowed 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.

Strengths

- The Christian vision is a powerful driver for the work of the school. Inspired by the school's Christian foundation, it recognises the needs of the community and enables pupils and adults to flourish.
- Underpinned by the vision, the curriculum is skilfully designed to meet the individual needs of pupils. This enables pupils, including the most vulnerable, to flourish.
- The commitment to working together strengthens the community and secures strong outcomes for pupils. As a result, the well-being of adults and pupils is enhanced.
- Religious Education (RE) has a high profile in the curriculum. Strong leadership and the commitment to staff development ensures high quality teaching and learning.

Development Points

- Identify opportunities for spiritual development across the curriculum. In this way pupils will recognise their own spirituality as they reflect and respond to a range of experiences.
- Strengthen the RE curriculum to deepen pupils' understanding of the diversity of faith. This is so that they appreciate the different ways in which people of faith live their lives.
- Develop pupils' leadership skills in bringing about change in their community and beyond. They will thus understand the positive impact they can have on people's lives.



Inspection Findings

Inspired by the school's original foundation, Butterwick's Christian vision underpins its work. School leaders, including governors, understand the vision as enabling a shared sense of purpose in serving the community. They ensure that all decisions are made through the lens of the vision. The clarity this brings facilitates effective monitoring of the development of the school. Consequently, Anthony Pinchbeck's legacy of love and goodwill for the people of Butterwick lives on. Inspirational displays, that include Bible verses, serve as a daily reminder of the school's Christian values. This ensures that the vision is well-understood by the school community. The commitment to 'doing everything in love' is seen in the strong relationships which exist in the school.

A deep understanding of the needs of pupils ensures that rich learning opportunities are provided within the classroom and beyond. The 'fifty things to do before leaving Butterwick Primary School' initiative broadens horizons and raises aspirations. Extra-curricular clubs and events offer opportunities for pupils to discover and develop their talents. Singing in the Boston 'Illuminate' festival and taking part in sporting activities instil a sense of pride in working together. Using the language of 'think it', 'feel it' and 'live it', pupils are supported to express their growing awareness of spirituality. However, the full potential of opportunities for spiritual development across the curriculum has not been explored. Acknowledging individual needs within a nurturing environment ensures that pupils, including those with special educational needs and disabilities (SEND), thrive. Loving support from staff, nurture groups and specialist provision are instrumental in making the school's commitment to inclusion a reality. Pupils with complex needs are able to pursue their interests and earn recognition for their work beyond the school. Projects, such as redeveloping the pond for a 'Young Environmentalist' award, transform the learning experiences of pupils. In this way, they develop self-belief and boost confidence.

Collective worship enriches the spiritual life of the school community. Music and words of welcome as the candle is lit remind pupils and adults that this is a special time. Pupils and adults ponder how Bible stories and linked themes apply to their lives. For example, reflections on caring for the needs of others enables pupils to consider how they can make a difference. As a result, pupils show compassion to one another. Thoughtfully planned themes and questions based upon Christian values foster confidence in adults leading worship. Visits by an 'Open the Book' team bring Bible stories to life through drama and further enrich the worship experience. As a result, pupils enjoy worship and participate with enthusiasm. Class-based worship inspires deeper reflection and responses. Prayer spaces equipped with well-chosen images and objects nurture pupils in their developing spirituality. One pupil explained how these help her to pray and pass on her worries to God. Pupils' understanding of Christian values is further strengthened through the opportunity to contribute to a new school prayer. Families feel welcomed into the wider Christian community through invitations to join the school for services and events in local churches.

The commitment to working as a TEAM (Together Everyone Achieves More) shines through the life of the school. Inspired by the vision, staff work tirelessly to place pupils at the heart of what they do. Working alongside parents and other professionals, they strive to secure the best outcomes for pupils. The deep commitment to nurture ensures that pupils feel cared for, safe and loved. Equally, Saturday FAB (Families Are Brilliant) sessions provide support for parents facing challenges. Consequently, they feel less isolated and more able to support their children. Adults working in school feel effectively supported by leaders and colleagues both in their personal and professional lives. Strong friendships and a culture of trust and mutual support inspire staff so that well-being is enhanced. The positive impact of the TEAM approach is seen in the relationships that exist among pupils. Modelling by adults teaches pupils how to treat one another with dignity and respect. As a result, the atmosphere



in classrooms is calm and conducive to learning. Pupils show concern for one another by offering friendship and support. When things go wrong, they draw upon their understanding of the Christian values of love and forgiveness. This facilitates reconciliation and restores harmony.

In line with the vision, 'love and goodwill' are spread beyond the school. Performing the nativity play in church and singing to the elderly, for example, demonstrates this. These experiences deepen pupils' understanding of their place in the village community and the difference they can make to others. Learning about those less fortunate than themselves through the 'Young Leaders' Award' inspires pupils to raise money for charity. They engage in adult-led events such as collecting for the food bank and Macmillan Coffee Mornings with great enthusiasm. With the support of adults, pupils consider the needs of others and plan events such as a talk about epilepsy. As a result, they display a growing awareness of how putting Christian values into action can bring about change. Pupils express concern for those affected by war and environmental issues. However, they do not understand that they have the power to make a difference by their own actions.

A commitment to investing in high-quality resources and professional development means that teachers are successfully equipped to teach RE. The confidence this instils results in effective teaching. The curriculum provides opportunities for pupils to explore faith through the lenses of thinking, living and believing. This means that pupils' understanding of how faith impacts upon lives is strengthened. A child-centred approach makes learning relevant to pupils' lives. They begin by exploring their own lives and beliefs before learning about the lives of others. This strong foundation enables pupils to make good progress from their relevant starting points. Engaging activities help pupils to understand the impact of faith on the ways in which people live. For example, tackling an obstacle course fosters an appreciation of the difficulties of following a straight path when studying Islam. Lessons begin with a recap of prior learning. This enables teachers to assess progress and plan next steps in learning, thus ensuring that the learning needs of pupils are met. Classroom displays and photographic records of activities enhance this approach. Pupils take pride in their RE work and speak with confidence about what they are learning. They are knowledgeable about Christianity as practised in the local area. However, they have limited understanding of the diversity of Christianity and other faiths in the wider world. Effective systems for monitoring RE enable school leaders to assess the impact of the curriculum and plan for future development.

Information

Address	School Lane, Butterwick, Near Boston, Lincolnshire PE22 0HU		
Date	2 December 2024	URN	120683
Type of school	Voluntary Aided	No. of pupils	263
Diocese/District	Lincoln		
Headteacher	Samantha Towers		
Chair of Governors	Vivienne Tegg		
Inspector	Helen Simms		