

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

<b>Burford Church of England Primary School</b>			
Address	Burford, Forresters Road, Tenbury Wells, WR15 8AT		
Date of inspection	15 November 2019	Status of school	Academy inspected as VC Diocese of Hereford Multi-Academy Trust
Diocese	Hereford	URN	123464

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

### School context

Burford CE (VC) Primary School is a school with 149 pupils on roll. The majority of pupils are of White British heritage. The school has low levels of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below the national averages. The current headteacher was appointed in September 2018. The school is part of the Diocese of Hereford Multi-Academy Trust.

### The school's Christian vision

As a Christian school through our 'Heads, Hearts and Hands' varied and rich curriculum we inspire the children at Burford to be 'Rooted in Love, Growing in Trust, Blossoming with Courage, prepared to flourish in God's World'. We want our children to leave us prepared and excited for their futures.

### Key findings

- The commitment and drive of the headteacher, senior leadership and governors through the school's vision, ensures that all members of the school community feel valued, loved and welcomed into God's family. However, the school has not developed a shared understanding of spirituality which means that pupils do not gain a deeper understanding of this concept within the curriculum and school life.
- Inclusive nurturing relationships are underpinned by an overtly Christian vision which relates to 'love, trust and courage'. This provides a firm foundation on which all children may reach their potential.
- The highly effective partnership between the school, local rector and pupils promotes and inspires love so that everyone can flourish in God's world.
- Pastoral care provides the heartbeat for the school. This allows pupils to feel confident, resilient and prepared for life's challenges.
- Religious Education (RE) has a strategic importance in the life of the school. This is driven by committed leadership, vibrant displays and a real desire to promote excellence in pupils' learning.

### Areas for development

- Provide pupils with a planned series of multi-faith visits in order to better develop their understanding of a range of faiths other than Christianity.
- Create a shared understanding of the concept of spirituality so as to deepen pupils' appreciation of it in the curriculum and for the role it can play in the life of the school.
- Further develop the school's website so that it may more fully celebrate Burford's distinctive Christian character.

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**

Burford is a welcoming, inclusive and vibrant school. Pupils talk about it being 'one big happy family'. The school's vision underpinned by the parable of the Good Samaritan (Luke 10.25-37) encapsulates their desire to promote 'love, trust and courage'. All aspects of the school leadership are strong. The recommendations from the previous inspection have been addressed. The recently appointed headteacher, along with senior leaders and governors, are all passionate and dedicated to Burford's church school status. Through the school's vision they are committed to the raising of pupils' aspirations and educational standards. The governors' appointment of the school's leadership shows a real desire to take strategic decisions to secure the best educational outcomes for Burford's pupils. The school's leadership is driven to strive for excellence through the support and expertise of the Multi-Academy Trust. Leaders are able to articulate how they wish their curriculum to provide a 'head, hand and heart' approach. This approach provides for a rich and broad education which allows pupils to consider how to do God's will with love, joy and grace. The school does not currently effectively use their school website in order to best celebrate Burford's distinctive Christian character.

Burford's policies are current and they are underpinned by an understanding of church school thinking. The school has a developmental approach to the curriculum. For example, initiatives such as the 'Youth Leaders Award' show a real commitment from the school to empower all of its pupils so that they may flourish. The school aspires to develop pupils' skills and confidence so that they may become of service to the community. Pupils are encouraged to question as part of their curricular studies. In lessons they feel safe to question and disagree with one another. As positive, courageous agents of change, pupils talk of their active involvement in charitable activities both locally and nationally. For example, supporting Dementia UK and the Burford Church's Christmas Tree Festival. This charitable work is underpinned by a compassion for others and is led by the worship group and school council. Pupils are encouraged to consider how they may have a positive impact on others so as to build a better future for God's planet. For example, the school's use of 'Global Goals' promotes within pupils a real sense of social justice. It allows them to reflect on the difference they can make to their ever changing world.

Relationships with adults, based on mutual respect, are very good at Burford. Parents speak of high levels of good pupil behaviour and of the positive relationships between pupils and staff. The vision is evident in every aspect of school life promoting forgiveness and reconciliation. Vibrant displays, such as the parable of the Good Samaritan, enable pupils to draw parallels of how they may lead their lives as Christians. All leaders and pupils use such a role model to inspire them to do their very best for others. The worship group and learning ambassadors talk about the need to uphold the school vision to promote 'love, trust and courage'.

Places such as the spiritual garden, situated in the school grounds allow pupils opportunities to reflect and feel that they can 'talk to God'. Displays, for examples how to be 'Prayer Jelly Babies', allow pupils to reflect on their own life of prayer and their spiritual journey. The school's focus on spirituality is planned for and evaluated. The pupils' sense of developing spirituality allows them to appreciate and understand the 'awe and wonder of God's creation'. It encourages them to consider the 'Big Questions' in life and to reflect on belief. However the school community has a limited shared understanding of spirituality. This restricts a common dialogue as to its importance in an individual's existence and that of the school community. Pupils have an age appropriate understanding of God as Father, Son and Holy Spirit.

Pupils achieve well at Burford and most groups make good progress. Leaders play an active role in ensuring that effective steps are taken, so that all groups of children feel safe and cared for. Learning behaviours within the classroom are good. The school's curriculum, as well its recent focused anti-bullying week, promotes the need to be inclusive and to have an acceptance of diversity and difference.

The school prioritises the support given to pupils' mental health, resilience and wellbeing. The dedicated pastoral worker, working closely alongside senior leaders and the rector allows the school to support its most vulnerable of families. Staff and parents similarly feel their well-being is supported well by the school. Planned opportunities which nurture pupils in school life are rooted in the school's Christian vision. They provide a chance to enrich children's emotional well-being and their teaching and learning needs.

The worship group, alongside the rector and staff, plan effectively for and are involved in leading acts of worship both in school and at church. During worship pupils' acts of kindness are celebrated through a 'basket of kindness'. Worship using a cross, candle and worship table allows pupils to reflect on biblical stories so that they may become 'God's hands and feet in the world'. Vibrant singing, as well as opportunities for quiet reflection enhances the worshipful atmosphere. The school, working with the rector, are involved in supporting staff's own understanding of what quality acts of worship may involve. Weekly 'Open the Book' assemblies led by the rector and her local team involve pupils in re-enacting stories from the Bible. Rector-led 'Whizzy Worship' seeks to allow pupils to develop aspects of their own engagement in prayer as well as allowing children to consider moral issues. Prayer is celebrated throughout the school day and this is enhanced by the rector who supports the writing of a Worship Group prayer each year. Bi-annual whole school Communion Services, attended by the Bishop of Hereford, allow pupils to consider what it means to be a follower of Christ.

RE is well led and meets the Church of England Statement of Entitlement. Governors and school leaders are actively involved in the monitoring and evaluating of worship and RE. This work is underpinned by the school's vision. RE has been given a strategic priority in whole school development in order to support the school's wish to promote high quality teaching and learning. Leaders have engaged in both church school and curricular related professional development in order to enhance the school's Christian character. RE is taught well throughout the school. Lessons focus effectively on biblical study, for example examining how Jesus was seen as a 'fisher of men'. RE promotes a good understanding of the Bible as well as other major world religions and their cultures. By visiting their local church and through the use of liturgical colours during collective worship pupils develop a good understanding of Anglican traditions and festivals. Pupils' consideration of the diversity of faith is consolidated by visitors such as an Iman. However, pupils currently have limited first-hand experience of visiting religious sites of differing faiths other than Christianity. This limits the depth at which children can understand how they see and approach worship. Rigorous assessment procedures ensure that the needs of pupils, including those with special educational need and/or disabilities are met.

Headteacher	Emma Winters
Inspector's name and number	Colin Howard 517