

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burton Green Church of England Primary School

Hob Lane, Burton Green, Kenilworth CV8 1QB	
Current SIAMS inspection grade	Good
Diocese	Coventry
Previous SIAMS inspection grade	Good
Local authority	Warwickshire
Name of federation	The Green Leek Federation
Date of inspection	6 th March 2018
Date of last inspection	February 2014
Type of school and unique reference number	Voluntary Controlled Primary 125659
Executive headteacher/Head of school	Andrew Morris
Inspector's name and number	David Briggs 683

School context

Burton Green voluntary controlled Church of England Primary School serves a semi-rural village community close to the outskirts of Coventry. It is a much smaller than average primary school with 107 children on roll. The school is organised into three mixed age classes and one single age group. In 2017 the Year 6 cohort comprised 17 children, of which a high proportion were children who had special educational needs. Attainment and progress at the school are well above national averages in reading, writing and mathematics. A new headteacher was appointed in January 2018. The school is part of, The Green Leek Federation Schools.

The distinctiveness and effectiveness of Burton Green Primary School as a Church of England school are good

- The new leadership team continues to provide a distinctively Christian ethos where pupils flourish academically and socially, each child feeling valued and loved within this very inclusive environment.
- All members of the school community recognise the significant impact of the school's Christian distinctiveness which results in very positive pupil behaviour across the school.
- Worship is well led enabling pupils to explore distinctively Christian values within an inspiring and reflective setting.

Areas to improve

- To ensure leaders at all levels to develop and maintain rigorous and consistent monitoring and evaluation practices in order to help identify what the school does well and what needs to improve as a church school.
- Provide experiences across the school for pupils and staff to engage in reflective practices so that their understanding and articulation of spirituality becomes embedded.

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

The Christian ethos at Burton Green Primary School is having a positive impact on pupils and staff. Academic achievement of all groups of pupils is well above national figures. The school attributes much of this success to its Christian mission. The new headteacher is dedicated to ensuring the Christian message is lived out through every aspect of school life. He is driven by a vision for all staff and pupils to be supported within an environment surrounded by the love of God and where all children are supported within an inclusive environment. This is illustrated by comments such as that from a Year 3 student, 'The teachers support me lots, they make me feel part of the school, it's like a family'. The school's mission statement is rooted in Christian values. Pupils generally recognise the importance of these values. However, there is an inconsistency in the children's ability to articulate what they are and how they promote the school's Christian ethos. The school recognises, therefore, that a review of these values is necessary. The Christian values are not clearly displayed in significant areas of the school. Leaders rightly identify the need to develop reflection spaces where these values can be the centre of focus. The Christian vision is promoted by all leaders, consequently the school is very inclusive and supports all pupils' needs. This leads to very good behaviour across the school and excellent attendance figures for all groups of pupils. The Christian vision supports decision making processes. Leaders engage with parents to help them understand how to support their children's needs, particularly if there are any specific issues regarding attendance. Leaders listen well to parents' views; the headteacher is visible around school and approachable to all parents. The school is using the outdoor environment such as the peace garden and place of remembrance effectively to promote the Christian distinctiveness of the school. RE is contributing effectively to the Christian character of the school. The provision the school has in place to teach children about Christianity as a multi-cultural world faith is evident. As a result, pupils demonstrate some understanding of Christianity within contrasting cultures around the world. The school's interpretation of spirituality is under-developed. However, there are clear signs that the school is striving to make space within its curriculum for the development of this area. Pupils at Burton Green support one another extremely well. They are given responsibilities which instils a caring ethos. Older pupils support younger pupils effectively; there is a sense of everyone knowing each other well. The pupils understand the importance of staying safe and talk deeply about accepting difference. The school strives hard to develop positive relationships. Consequently, pupils respect each other's differences extremely well.

The impact of collective worship on the school community is good

The headteachers' delivery of collective worship is inspirational, the carefully chosen images and music enable children and staff to reflect deeply about the themes explored. Staff and pupils have an emotional connection with the themes presented and there is a definite impact on those engaged. A boy in Year 5 stated, 'worship really makes me stop and think about the greater cause!' Worship themes such as creativity are impacting on pupils' spiritual development and respect for the world in which they live. For instance, when asked what effect worship based around Psalm 8 had on them, the spiritual impact was evident. One pupil from Year 6 said, 'The world is natural and beautiful, we've broken it a bit', whilst another said, 'We should see the world and appreciate it, do more charity work, recycle and plant more flowers.' Collective worship is having a positive impact on all aspects of school life, as is seen in the pupils' behaviour, attitudes to learning and relationships across the school. Worship is a central part of daily life at Burton Green. The prominent position of the altar and use of images upon the walls ensure that the school's place of worship is distinctively Christian. The hall is a calm and welcoming space making it the perfect atmosphere for prayer and reflection. Children enjoy praising God through singing and they recite phrases such as the welcome to worship with confidence and conviction. Collective worship is well planned for using Values for Life. Much of this planning is rooted in biblical teaching. Pupils do engage in the planning and evaluation of worship however it is not evident how this evaluation is leading to improvements. Worship themes focus on the school's Christian values and biblical teaching consequently pupils understand the importance of Jesus to Christians and the significant events in his life. Despite the annual re-enactment of the Easter story within the school grounds pupils' understanding of the seasons of the church year is under-developed. The school is beginning to make good use of liturgical colours such as the purple cloth on the altar used during Lent. Pupils are aware of the Christian belief in God as Father, Son and Holy Spirit although their ability to articulate their understanding of this is limited. Children know a number of Anglican prayers. Although Year 6 children were able to recite the Lord's prayer this is not the case across the school. There are many times provided for the children to write their own prayers. These are used effectively within class during times of reflection.

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

Leaders at Burton Green are very good role models. They promote and develop the school's Christian character and ensure that the statutory requirements for RE and worship are met. The newly appointed headteacher is committed to his vision of ensuring each child learns within an inclusive and Christian environment. He has quickly formed positive relationships through his kind and inspiring conversations with pupils and the school community. The school has correctly identified the need for greater rigour in the evaluation of the school as a church school. Current practice does give an insight into the effectiveness of the Christian distinctiveness and its development points. Evaluations however, are not clearly and consistently articulated by foundation governors. Processes for the evaluation of the school as a church school are not yet fully embedded. Currently the feeding back of evaluation does not happen consistently. Staff support each other well, resulting in a successful and dedicated team. Parents commend the school for its inclusive approach and its ability to make everyone feel welcome. It is evident that staff support all children effectively and as a result children's attitudes and relationships are very positive. Leaders articulate a sense of Christian duty to ensure all children's needs are supported, therefore, intervention for children with special educational needs is very good. Communication with parents regarding children who have needs is highly effective. Leaders of the church contribute well to school life. Regular interaction between the church, its clergy and the school is helping to support the wellbeing of staff and children. Due to the level of support given by leadership, RE is strong. The newly appointed RE coordinator is highly effective. Systems for the evaluation of RE are in place. These evaluations are fed back to all staff, therefore progress within the subject can be clearly articulated. Training from the diocese is being used well to support the implementation of the Understanding Christianity resource.

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