

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bottesford Church of England Primary School			
Address	Silverwood Road, Bottesford, Nottingham, NG13 0BS		
Date of inspection	22 January 2020	Status of school	Academy inspected as Voluntary Controlled
Diocese	Leicester	URN	138905

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	Excellent
Additional Judgement	The impact of collective worship	Grade	Excellent

School context

Bottesford is a primary school with 272 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 below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school became a stand-alone academy in November 2012. The headteacher will be retiring at the end of the current academic year.

The school's Christian vision Aspiring and Achieving All Together

through our Christian values of

Respect, Friendship and Trust

'Let us learn together what is good' Job 34:4

Key findings

- The school's Christian vision is rooted in biblical teaching and sets the strategic direction of the school. It is firmly embedded and lived out by all members of the school community. All are known individually and treated with exceptional respect, friendship and trust which allows them to flourish academically and personally.
- The vision is fully reflected in mutually beneficial partnerships with the church, local school and diocese. Staff share their expertise so that the impact of their work is felt well beyond the school.
- Spiritual development is a priority and also a strength. The innovative curriculum, religious education (RE) and collective worship enable pupils to share ideas and opinions openly and honestly. However, the outdoor area is not used to aid this work.
- Worship is invitational, engaging and creative. It is impacting on those who deliver and those who receive.
- Leaders of RE are highly skilled and are actively involved in leading innovation in the school, other schools locally and across the diocese.

Areas for development

- Ensure strategic planning and leadership continues to uphold and build upon the school's strong Christian vision.
- Use the outdoor space to enhance the provision for spiritual development by developing spaces for reflection, prayer and worship.

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 school's Christian vision is firmly embedded, rooted in biblical teaching and permeates all areas of the school's work. Pupils understand the school's vision and how its biblical roots 'to live and work well together' are their individual responsibility in school. The school's strongly held values: respect, friendship and trust, are clearly seen as 'the golden thread which weaves through everything'. Consequently, all members of the school community are nurtured and flourish. The refreshed vision has helped stakeholders to better understand these biblical links and demonstrates the strong and confident leadership of the headteacher and trustees. The consultation involved all members of the community and demonstrates how leaders treat everyone with dignity and respect.

Trustees are involved in all aspects of the school's work and know the school well. Their depth of knowledge and sense of Christian service are exceptional. They are determined to recruit a new headteacher who will maintain and develop the Christian vision. All recommendations from the previous inspection have been addressed.

Attendance is outstanding. Children enjoy school, finding the curriculum exciting and challenging. Standards of attainment and progress are in line or above national. This is an inclusive school where each child is known and valued. Robust tracking of the whole child ensures all children's needs are identified and addressed, for example, the priority given to emotional needs with strong provision including support for individuals from the school's emotional literacy support assistant (ELSA) and outside agencies. Parents value the hard work and commitment of the staff. They describe working in partnership with the school, being listened to, respected and having their opinions valued. The school has a very clear and secure understanding of spiritual development. Children are given many innovative opportunities to explore their faith and beliefs both within the curriculum and the wide range of extra-curricular events. They regularly discuss and debate big questions and express their ideas through poetry, drama and by taking part in the Spirited Arts project.

Relationships in the school are very strong. Children are said to 'look out for each other' and parents and staff value the care pupils show one another. Gardening, forest school and music are used to contribute to pupils' wellbeing and spiritual development. Character and moral development are also seen as important and the school has taken part in the Route to Resilience scheme. Children explain how 'character muscles', based upon Galatians 5, help them in their learning and wider life. Children feel safe and incidents of poor behaviour are few. The school's positive behaviour system, with rules based upon its Christian values, is applied consistently and children explain the importance of 'telling the truth, apologising and forgiving'.

The school does not shy away from addressing difficult issues with its pupils, albeit age appropriately. *Valuing All God's Children* is demonstrated by children showing high levels of respect and concern for individuals regardless of background. Pupils have a strong sense of injustice and inequality. They state 'change starts with us' and have initiated action including a recent 'dress down day' for victims of the Australian bush fires. They support many charitable causes including The Samaritan's Purse, UNICEF, Children in Need and the local foodbank. Pupils explain that because 'we don't look after God's world' they became active members of the eco club.

The school shares its excellent practice with other schools so that its impact is felt across local schools and the diocese. School staff lead the local religious education RE network and contribute to local and national training, one being a lead teacher for RE. The school is also an active member of the Vale of Belvoir Schools who provide high quality support for each other focused on raising standards in learning and the quality of teaching.

Staff wellbeing is a priority for leaders and demonstrates the school's vision in action. Staff feel valued, cared for and supported. They, in turn support each other modelling the school's values for pupils. As a result, the strong staff team is stable and absence is low.

The school has extremely strong links with the local church. The vicar is playing a pivotal role in the life of the school: leading worship, contributing to RE, staff development and as a Trustee. There is widespread

acknowledgement by the church congregation that 'they have responsibility for the school' and 'pray regularly for the school'. The Open the Book team, drawn from members of the church have grown closer as a result of their work in school. Parents value and support the special services at church contributing to the strong sense of community and fellowship.

Collective worship is central to school life; it is welcoming, creative and engaging. Pupils explain that they 'learn life lessons from the Bible' and have time to think and reflect. Pupils worship in a wide variety of ways and respond positively to a range of leaders. The 'Open the Book' worship is a firm favourite and is contributing to their knowledge of the Bible. Worship is planned using a wide variety of resources to meet the needs of pupils and to reflect the Christian calendar. The well-established use of the symbols 'window, mirror, door' helps children to engage, reflect and respond and is contributing to their spiritual development. Exceptionally, pupils are fully involved in the planning and delivery of worship. They all lead worship through class worship with the collective worship group preparing, delivering and monitoring worship regularly. An excellent example is the worship based on the life of Martin Luther King which was written and led by a pupil. Worship is monitored regularly by the co-ordinator and this has led to improvements including training for leaders. Pupils understand why people pray and have many opportunities to pray at different times of the day. Prayer spaces are provided within the school building and children explain that they are quiet areas and many use them for reflection or prayer.

The RE co-ordinator provides strong leadership and regular training for staff. RE is based upon the locally agreed syllabus and 'Understanding Christianity'. Pupils are inspired by RE. The rich and engaging curriculum equips them to engage with spiritual, ethical and philosophical ideas at an appropriate level and they share their views with confidence. As a result, their knowledge of Christianity and other world faiths is strong. The RE co-ordinator monitors work regularly and shares outcomes with trustees and staff. Work in RE books and on displays is of an excellent standard and clearly demonstrates the use of a wide range of activities. Children enjoy RE and speak with confidence about their learning.

Headteacher	Louise McGrory
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