

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

Burntstump Seely CofE Primary Academy	
Address	Burntstump Hill, Arnold, Nottingham, Nottinghamshire, NG5 8PQ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>In our Burntstump community, everyone, adults and children, knows that they are valued as God's children. Their gifts are discovered, valued and nurtured so that all can flourish to live 'life in all its fullness.' (John 10.10)</p>
Key findings
<ul style="list-style-type: none"> <li>• The school unequivocally promotes its Christian vision. As a result, it is seen as a welcoming place in which pupils and adults feel inspired to make a difference. Although pupils engage in charitable works linked to the vision, they are not yet independent advocates for positive social change.</li> <li>• The vision drives some key areas of strategic development. However, monitoring of its impact does not always lead to changes in practice.</li> <li>• The school embraces and celebrates difference, diversity and equity. This has driven a curriculum review to ensure it is prioritised in planning across subjects.</li> <li>• Collective worship is key to the spiritual life of the school. It is valued as a special time for coming together. Adults and pupils see it is a personal opportunity for prayer and reflection.</li> <li>• RE is given a high priority and used as a model for curriculum development. Pupils' knowledge and understanding of a range of world religions and worldviews is not strong as that of Christianity.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Establish consistent monitoring of church school distinctiveness so the impact of the vision leads to changes in practice.</li> <li>• Develop opportunities for pupils and adults to engage in social action so that they can become independent advocates for positive social change.</li> <li>• Provide wider experiences for pupils to engage with a range of world religions and different worldviews, particularly in RE, to increase knowledge and understanding.</li> </ul>
Inspection findings

At Burntstump Seely C of E Primary Academy, everyone is valued as a child of God. Leaders, including governors, have worked hard to build a community where gifts are discovered, nurtured and valued. This has a positive impact on the flourishing of all. Strong involvement with Southwell and Nottingham Multi-Academy Trust (SNMAT) and the Diocese of Southwell and Nottingham have enabled leaders to shape a vision rooted in the Bible, which reflects the nature of the school. The school draws pupils from a wide area with many joining partway through the year. Leaders are effective at helping these pupils to settle in so that they quickly become a valued part of the Burntstump community. The impact of this is transformational for some pupils and their families. Christian values underpin the vision and enable it to be lived out. They are woven throughout the life of the school and are understood by staff, pupils and parents. The values are regularly shared and reinforced in newsletters and weekly celebration assemblies. As a result, they have impact at home and school, supporting the vision of 'life in all its fullness' (John 10.10). Leaders keep the vision in mind when making strategic decisions to the benefit of pupils and adults. For example, to highlight the school's commitment to valuing all as children of God, an 'equity working group' was established. This group includes staff, parents and governors, and actively seeks to hear pupil voice as part of their work. One of its purposes is to ensure that difference and diversity are included and intentionally planned for in the curriculum. Leaders, including governors, regularly monitor church school effectiveness. This does not always lead to change, however.

The school has a committed partnership with St Paul's Church, Daybrook. Members of the church community are actively involved in governance and collective worship. Pupils also have regular opportunities to visit the church for worship and as part of the RE curriculum. Consequently, the church forms relationships with families, providing them with additional support where needed. School and church work together to nurture the gifts of all.

The vision underpins an ongoing review of the curriculum. Leaders are passionate about removing barriers. This so every child can achieve their best, academically, morally and spiritually. Training and development are a priority so that staff can develop knowledge and skills to better support pupils' learning. This includes support from SNMAT that has empowered staff to adapt the curriculum to meet the different needs of pupils.

The school provides regular enrichment opportunities, such as Forest School and Hapkido, that develop pupils' resilience and self-esteem. This enables them to understand how they can face challenges with courage and overcome them. Pupils value the opportunities provided to express wonder about themselves and the world around them. This contributes to their spiritual development. A focus on 'big questions' in RE and other curriculum areas enables pupils to make connections between their learning and their own lives. This helps them to act with wisdom.

Pupils are provided with opportunities to develop their gifts as leaders. They appreciate their roles as school councillors, sports leaders and equity ambassadors and know they make a difference to their school community. The school council leads on fundraising and contributes harvest donations distributed through St Paul's Church, Daybrook. Pupils know it is important to help others in this way. Through the school curriculum and collective worship, they find out more about disadvantage and deprivation around the world. For example, pupils learn about inspiring people who have experienced discrimination and acted to address it. However, pupils do not yet see themselves as courageous and independent advocates for change.

The vision shapes the school's restorative approach to behaviour. This ensures pupils know they can make mistakes, seek forgiveness and live well as part of the Burntstump community. Clear and compassionate communication with families ensures that pupils hear consistent messages about positive behaviour at home and at school. Consequently, they are supported to make positive choices so that they can thrive. Staff wellbeing is a priority for leaders. Time is intentionally set aside for their spiritual development and these moments are highly valued. For example, one member of staff said that 'it is a time in my life when I can sit quietly with my thoughts; I don't get any other time to do that'. As a result, staff feel well-supported. Partnerships with the Diocese and SNMAT benefit

the mental health of all adults, including senior leaders. For example, relationships made through diocesan networks have contributed positively to the wellbeing of senior leaders. Collective worship provides important moments of calm and 'togetherness' in the school day. Worship leaders create an atmosphere that promotes awe and wonder through the use of lighting, music and careful thought about seating. They enable pupils and adults to experience different elements of Christian worship. Through collective worship, pupils learn more about God as Father, Son and Holy Spirit. They also explore the teachings of Jesus from Bible stories. High value is placed on opportunities for prayer and reflection. Members of the school community share their 'wonderings' within collective worship. These are personal reflections on and responses to the stories, teachings, people and events shared at these times. There are also areas throughout the building where prayers and 'wonderings' can take place. This includes a reflection space in the school entrance and designated areas within classrooms. 'Wonderings' shared here are incorporated into collective worship. As a consequence, members of the school community feel included in worship. During collective worship, pupils are encouraged to reflect on what it means to be a child of God. They talk about ways in which it has inspired them to act differently in their own lives. For example, after reflecting on thankfulness, one pupil said that they felt 'more grateful for' what they had.

RE is a priority for school leaders and is used as a template for curriculum development in other subjects. The RE curriculum draws on various resources that allow pupils to engage with Christianity and a range of world religions. Pupils know the importance of learning about worldviews other than their own and are respectful of different faiths and beliefs. However, their knowledge and understanding of faiths other than Christianity and a wider diversity of worldviews is not well developed. Also, there are limited chances in RE for pupils to engage with Christianity as a diverse world faith. Staff ensure that RE lessons provide time for pupils to ask questions and be curious. This means they can safely explore their own religious, spiritual and philosophical beliefs and values.

	The effectiveness of RE is		Good	
	<p>The RE curriculum meets statutory expectations for RE. It is well led, and governors provide funding for resources. Staff are supported through training from the diocese. This benefits provision. The use of music, art and drama in RE enables pupils, including those with special needs and disabilities and vulnerable pupils, to learn in creative ways. As a result, they enjoy learning. Monitoring and assessment systems are in place.</p>			
Information				
School	Burntstump Seely CofE (VA) Primary Academy	Inspection date	28.11.22	
URN	143297	VC/VA/Academy	VA Academy	
Diocese	Southwell and Nottingham	Pupils on roll	75	
MAT	Diocese of Southwell and Nottingham Multi Academy Trust (SNMAT)			
Headteacher	Miss Emily Sopp			
Chair of Governors	Carol Kay			
Inspector	Gillian Georgiou		No.	C1906