

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Butleigh Church of England VC Primary School	
Address	Butleigh, Glastonbury, BA6 8SX
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	Excellent

School's vision
<p>We aspire to be our best self by Living, Learning and Growing together in God's Love. We aim high through our Christian Values of: Kindness, Respect, Courage, Cooperation, Forgiveness and Honesty.</p> <p>'Love your neighbour as yourself.' (Mark 12: 31)</p>
Key findings
<ul style="list-style-type: none"> • The school community shares a strong and highly effective Christian vision which ensures flourishing. Whilst the vision is widely known and understood it is not reflected in all school policies. • Collective worship is an excellent feature of the school and thoroughly supports the vision. Although monitoring and evaluation is informal, worship and the place of prayer clearly has a highly significant impact on the school community and beyond. • Religious education (RE) is effectively taught with pupils confidently demonstrating knowledge and understanding of Christianity and world faiths. However, feedback to pupils on extending knowledge is limited. • Governors and staff are an effective team with a strong commitment to the vision and church school distinctiveness. However, formal monitoring and evaluation leading to rapid development as a church school is limited in scope. • Pupils are highly articulate and reflective in discussion on spiritual matters. However, spirituality in all curriculum subjects is not clearly identified.
Areas for development
<ul style="list-style-type: none"> • Make the vision more explicit and evident in all school policies to show it drives and motivates all areas of school life, and ensures further development as a church school. • Formally identify opportunities for promoting for spiritual development through all subject areas, in order to show pupils that spirituality pervades all areas of life. • Develop rigorous and effective assessment systems that enable teachers to know how and what pupils are learning in RE to ensure flourishing.



Inspection findings

A committed headteacher, staff and governors promote an effective Christian vision. There is an associated set of values to show the vision in action. Pupils and the whole school community display an impressive knowledge of this and frequently refer to it. The vision is truly lived by pupils and is apparent in positive relationships and good behaviour. All pupils recognise the vision as the source of those values. Staff speak readily of their own flourishing personally and professionally as a result of the vision. Parents speak of their children as having 'faith driven respect' for one another. The school has a very strong sense of community driven by the vision. This is seen in supportive partnerships between the school, parents, the village, and the church. Displays within classrooms and communal areas effectively promote the vision helping pupils relate their activities to it. Governors monitor the impact of the vision, but this is not sufficiently rigorous and formal to ensure continuing development as a church school. A number of school policies do not currently reflect the vision as their basis.

The Christian vision is lived through comprehensive care in educating and supporting all pupils. A high proportion of pupils have special educational needs and disabilities (SEND). Parents appreciate the accessibility of the co-ordinator in assisting their children to flourish. There is clear evidence of impact in that pupils with SEND make good progress. The vision encourages aspiration and achievement through its 'Aspire to be your best self...' approach. Pupils are encouraged to believe that they can do anything in God's strength. Parents appreciate recently improved communications from school, and the approachability of staff in the exit strategy at the end of the day.

The centrality of the vision ensures the spiritual development of the whole community. This is acknowledged as being an essential part of the curriculum. However, rich opportunities for spiritual flourishing are not clearly identified in all subjects. As a result pupils do not fully appreciate that spiritual awareness is relevant in all areas of life. Pupils reflect well on their learning, and readily make connections with the vision. The vision ensures the mental health and wellbeing of the whole school community is prioritised. As a result, adults and pupils indicate they feel cared for and supported.

Pupils realise their potential in various ways. They react positively and with impressive confidence to reflective moments in lessons, and informally in personal interaction. Pupils understand that Bible teaching promotes human flourishing. They realise Jesus' example may help them and others achieve the same. In particular a restorative justice point in the playground emphasises the Christian values of forgiveness and understanding. Some pupils really understand this as a framework for dealing with relationships when things go wrong.

Pupils readily appreciate the importance of social action, and are actively involved assisting those disadvantaged by war in Ukraine. A strong group of house captains develop leadership skills in considering many current issues. In particular, some ethical discussion on issues surrounding the World Cup demonstrates this. They also have a very strong link with a school in Kenya, and visits take place between the schools. Pupils see themselves as agents of change and link this with the vision. The Kenya link also helps them to understand Christianity as a multicultural world faith, as they appreciate life and faith has a very different



context there. Pupils are articulate and enthusiastic in working together and helping each other '...to be your best self...The school's Christian approach to this emphasises the value of everyone before God. This is particularly seen in successful support of pupils who have not flourished elsewhere. 'Love your neighbour as yourself...' is highly evident in the school's approach to admissions, and all feel welcome.

Whole school collective worship is delivered daily. It is clearly invitational and inclusive, and pupils respond well with enthusiastic participation in drama and other activities. The vision is strongly linked to all acts of collective worship. Some pupils are inspired to talk spontaneously to the school about the vision and values. They do this with a high level of confidence and understanding. Pupils identify moments which inspire action, particularly around current concerns for Ukraine, and their linked school in Kenya. Reflection areas are available around the school and pupils speak readily about the impact of the reflection garden on their lives. They particularly value this as a space for silence and contemplation. They readily recall the Bishop's visit to dedicate this and her words about its use. There is a comprehensive understanding of the importance of prayer. This is promoted by regular use of a school prayer, and books of prayers written by pupils are evident. The Lord's prayer is regularly used. The centrality of prayer is also seen in the use of prayer boxes where pupils leave requests. Pupils are highly aware of the variety of Christian worship. A particularly excellent feature is the breadth of worship leaders across a range of traditions. This has a highly visible impact on pupils as they recall their visits. The 'Open the Book' group is particularly warmly received with enthusiastic participation. Visits to church take place every week, and the vicar is very active in the life of the school. As one result pupils understand the significance of Christian festivals and their impact. They have some opportunities to plan and lead worship at these times. There is understanding of Anglican practice through simple responses and formal prayers. Pupils readily see the implications of worship for their for their personal lives and as a result spiritual flourishing is highly evident.

RE is effective with pupils displaying a good level of subject knowledge of Christianity and world faiths. They confidently explain beliefs and deploy technical terms correctly. The impact of the subject extends into the ability to reflect on their learning, and they see the significance of belief in peoples' lives. They readily engage in philosophy of religion, and one example of this is quality reflection on the nature of Jesus' miracles. Pupils readily say that learning about religious beliefs is important because it is about mutual respect for one another. They say that it is essential to understand where people are coming from when you meet them. The new RE lead and other staff are currently introducing the 'Understanding Christianity' resource to further enhance teaching in this area. There is staff involvement in diocesan training which supports confident teaching. However, effective assessment systems to support learning and development in RE are not fully evident.



Information			
School	Butleigh Church of England VC Primary School	Inspection date	18 January 2023
URN	123745	VC/VA/Academy	Voluntary controlled
Diocese/District	Bath & Wells	Pupils on roll	85
Headteacher	Kristin Moth		
Chair of Governors	Sarah Goold		
Inspector	Jeremy Hellier	No.	899