

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burrough Green Church of England Primary School	
Address	Bradley Road, Burrough Green, Newmarket, CB8 9NH
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

School's vision
<p>Kindness is the foundation of our school; guided by our shared Christian values, we work together providing a happy, loving and nurturing environment where all are confident to fulfil their hopes and aspirations. We endeavour to motivate and inspire everyone to become lifelong, resilient, enthusiastic learners in an ever-changing world.</p> <p>Philippians 4:13, "I can do all this through him who gives me strength."</p>
Key findings
<ul style="list-style-type: none"> • Leaders articulate the theological roots of the school's Christian vision and associated values and how it influences decisions they make. However, planning and policy documentation does not explicitly show how it is driven by this vision. • The Christian vision promotes good relationships and all members of the school community are treated with dignity and respect. • The curriculum nurtures pupils' talents and aspirations. However, opportunities for spiritual development are not identified or planned. • Collective worship unites the school community and reinforces an understanding of its Christian vision and its associated values, in shaping lives. The role that pupils play in worship is limited but gradually resuming post pandemic. • The Religious education (RE) curriculum enables pupils to learn about and celebrate the diversity of world religions and worldviews. It enables pupils to explore and reflect upon their own beliefs in a safe space.
Areas for development
<ul style="list-style-type: none"> • Ensure the Christian vision is woven through school planning and policies, so that it shapes school actions and has the greatest impact. • Continue to resume pupils' roles in the planning, leading and evaluation of worship, in order that they can contribute towards its further development. • Establish a shared understanding of spirituality among staff, to enable clearly planned opportunities for spiritual growth within and beyond the curriculum.



Inspection findings

Burrough Green Primary School was founded in 1708 because of the generosity of four philanthropic benefactors. Leaders are mindful of their school's history and look to the future with their Christian vision. It is rooted within theology and the desire for all to be the best they can be. The Christian values of aspiration, resilience and kindness support their vision. Leaders ensure that these values are memorable within the acronym ARK, 'where special things are kept safe'. Inspired by the Christian vision, the interim leadership team demonstrates an unwavering commitment for every member of the school community to flourish. A priority was made to re-affirm the vision and associated Christian values, which is having an impact. Parents and carers see these values as 'lessons for life' and reinforce them at home too. Leaders celebrate attitudes and actions that display these values being lived out by their pupils.

Some decisions made by leaders have the school's Christian vision at the forefront. For example, supporting vulnerable pupils or those with special educational needs and disability (SEND) and developing the outside environment. However, school policies and development plans are not written or reviewed with reference to the school's vision. Governor monitoring is frequent, regular and linked to the Christian vision and associated values. As a result of recent monitoring of worship, children are seated in better positions to see, hear and participate and there's a greater breadth of music. Leaders ensure that appropriate support is sought from the diocese in training all staff to develop their understanding of their Church school. The RE leader has received and, subsequently, delivered training for all teachers of RE.

The curriculum is underpinned by the school's Christian vision and associated values. The school raises the level of resilience and aspiration by setting homework projects each term to support pupils' learning. Families engage enthusiastically with this considered approach to homework. Staff know their pupils well. As a result, leaders endeavour to ensure there is an equity of provision for pupils who are considered vulnerable or with SEND. Every pupil is seen as an individual and support is planned accordingly.

Leaders have developed a restorative approach towards behaviour. This ensures that if behaviour falls below what is expected, it is dealt with in a positive manner. Pupils recognise that talking through what has happened ensures that justice prevails. It also enables an opportunity to reflect and learn from poor behaviour choices. There is a strong sense of care and empathy between pupils of all ages. This enables them to flourish and develop as individuals, in a safe place. Younger pupils talk about their 'buddies' from older classes who look out for them. Staff trained in mental health first aid and emotional literacy support pupils to express how they are feeling so that they feel ready to learn. The curriculum provides opportunities to explore diversity and celebrate difference. Pupils recognise that different points of view can be explored respectfully. This kindness towards one another is a fundamental principle of the school's vision. Pupils' empathy for others' misfortune is borne out in the way they enthusiastically launch into fundraisers. Their recent Zumbathon raised money for Children in Need. Pupils are currently led to support these events by staff but choose their own way to raise money. The curriculum has raised pupils' awareness of courageous advocates for social change. Their class names also teach them about inspirational people who have won the Nobel Peace Prize. However, this learning has not been further developed, so pupils do not feel empowered to raise awareness of issues concerning injustice or inequality appropriate to them.

Worship is valued by pupils and staff, when the school community comes together each day. It is when they reinforce their Christian vision, learning about the teachings of Jesus and its

relevance to their own lives. Worship is invitational so those of different faiths or none are included at a level that is appropriate for them. Singing is a particularly uplifting part of worship for staff and pupils. Pupils have small roles within worship which are gradually being re-introduced following the restrictions that arose from the pandemic. The school's worship is enhanced by its relationship with the church, although this is a period of interregnum. Parents, carers, pupils and staff value their church services. For example, children speak of the period of silence at the remembrance service and are pleased to have the moment to reflect upon its meaning. Reflection is not a moment of silent stillness in school. Consequently, it doesn't play as large a part in pupils' spiritual development in school as it does in church. Staff do not have a shared understanding of spirituality. Opportunities to reflect that could contribute towards pupils' spiritual development during worship are missed. Deliberately planned experiences for spiritual growth within the curriculum are also not in place.

The RE curriculum offers a sequenced programme of learning. Pupils have gained a respectful understanding of a range of religions and worldviews, including the global Christian community. They enjoy their learning because of its varied approach to the diversity of faith, which can involve music, drama, art and video as an alternative to writing. The variety of learning isn't consistently captured in pupils' workbooks to demonstrate that there is learning progression in all classes. Pupils recognise that learning in RE is an opportunity to reflect upon their own beliefs as it is a safe respectful place. They can describe aspects of their learning that are very thought-provoking. For example, pupils spoke of the concept of Brahman in Hinduism and how it had challenged their thinking. There is an effective assessment system in place that enables all staff to identify what pupils are learning. It also informs the RE leader of her next steps in further developing the subject.

Information			
School	Burrough Green Church of England Primary School	Inspection date	9 February 2023
URN	110783	VC/VA/ Academy	Voluntary controlled
Diocese/District	Ely	Pupils on roll	84
Interim Headteacher	Alison Clarke		
Chair of Governors	Anthea Kenna		
Inspector	Christina Galletly	No.	975