

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burton Leonard Church of England VC Primary School	
Address	Burton Leonard, Harrogate, HG3 3RW
School vision	
<p>Love your neighbour, enabling everyone to shine and make a difference in our world. Courage, Love, Service 'Love your neighbour as yourself' Luke 10:27</p>	
School strengths	
<ul style="list-style-type: none"> • The school's refocused Christian vision is understood and valued by the whole school community. School leaders ensure that it is at the heart of every aspect of school life enabling all to flourish. • Collective worship is a special part of school life. It is invitational, inclusive and inspires both pupils and adults to think about how they can live out the vision each day. • The vision unites the whole school community enabling everyone to live well together. The values of courage, love and service are lived out daily and every pupil is enabled to shine and be their unique self. • At Burton Leonard wellbeing is given high priority. Revised systems for supporting pupils with additional needs and the prioritising of pastoral support ensures everyone flourishes. • The recently revised religious education (RE) curriculum, shaped by the vision, is given high profile. Pupils value the creative opportunities RE gives them to explore a range of religions and world views. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the refocused, systematic approach to monitoring the impact of the vision. This will enable leaders at all levels to evaluate all aspects of being a church school. • Agree a shared understanding of spirituality so that opportunities for spiritual development across the curriculum are enriched. • Ensure the sequential RE curriculum is building on prior learning in order that pupils deepen their knowledge over time. 	
Inspection findings	
<p>Burton Leonard is a place of welcome where everyone is nurtured and valued. Under the dedicated leadership of the headteacher, the school has recently revisited its vision. This work has brought a new clarity and understanding to how the vision is rooted in the Bible. Everyone involved in the life of the school understands what it means to 'love your neighbour as yourself'. This is because, following the example of the Good Samaritan, the school lives out the values of courage, love and service. The work of the school has a renewed purpose in ensuring that everyone can shine and make a difference in the world.</p>	

Governors are fully committed to understanding the work of the school and make decisions led by the vision. In striving to make sure everyone flourishes, they ask 'can we see the vision through this?'. The impact of this is demonstrated in the recent decision to enhance pastoral support which is improving the wellbeing and learning of pupils. New and robust systems for monitoring the impact of the vision are now in place. All leaders, including governors, understand that there is more to do to embed these fully.

The vision is lived out through the school's partnerships. Parents are supportive of the school and its Christian vision which they see as integral to all the school does. It is something that they know is talked about but explain 'you feel it too'. They appreciate the welcome they receive from staff every morning and know that support is there when it is needed. The very positive relationship with the church benefits staff, pupils and their families. Partnerships with the diocese are strong.

Staff consistently use the language of the vision. The new behaviour policy, based on forgiveness and reconciliation, restores relationships. As a result, pupils behave well and say they 'always feel safe'. They know there is someone to talk to and, although they rarely fall out, know that if they do the staff will help. The wellbeing of all is a priority. Leaders are clear that in order to fulfil the vision of loving neighbours it is essential that people love themselves. Staff speak highly of the nurture and support offered by leaders. Pupil wellbeing ambassadors have worked with representatives from other schools in devising strategies, and leading wellbeing days in school.

Pupils make connections in their learning that reach beyond Burton Leonard and 'open their eyes' to the wider world. This is because carefully chosen curriculum themes weave through and between subjects. Leaders are determined that every pupil will shine. As such, time is regularly given for subject leaders to reflect on and shape the curriculum further. Consequently, subject leaders are empowered, and the curriculum is continuously evolving to support the learning of every individual. The staff team take time to know and understand every pupil. Relationships are strong and high priority is given to the social and emotional needs of all pupils. Carefully tracked cycles of support enable all to flourish. Systems for supporting those with additional learning or personal needs are strong.

Everyone at Burton Leonard is recognised as a unique individual. Pupils relate this to their school tree which is rooted in the parable of the Good Samaritan. With the vision as the trunk and the values the branches, they know that 'we are the leaves'. They celebrate that every leaf is different and therefore everyone must be treated fairly. As one pupil clarified 'the Good Samaritan pushed the differences away and we do too'. Leaders strive to provide opportunities for pupils to make positive changes. Termly 'Make a difference' days, led by the school council, are helping pupils to understand injustice. As a result, pupils are beginning to act as agents of change. They speak with enthusiasm about actions they have taken from simply sharing a smile to supporting charities.

Collective worship is invitational, inclusive and central to the life of the school. The rhythm of worship is embedded. As the school gathers, all are welcomed and there is a palpable feel that something special is about to happen. Pupils are guided in their understanding of biblical texts and how these can be understood and applied to life. For example, pupils were able to link Psalm 133 to the school vision in exploring what it means to live in unity. Pupils contribute thoughtful ideas and are enthusiastic in their participation. Singing is joyful. Worship is inspirational as pupils speak with passion about how they 'take what we've learnt into our day, week, year and life'. Staff explain that worship 'puts the vision first before the rest of the day comes'. As a result, what is learned in worship is taken to be lived out beyond worship itself.

The 'Children's Collective Worship Committee' (CCWC) worked with the vicar to explore the meaning

of service. Consequently, they understand and value their role as worship leaders. Work to understand the meaning of prayer has enriched worship. Pupils lead invitational and spontaneous prayer in their own ways and with confidence. Opportunities for reflection are provided through reflection boxes in classrooms and reflection spaces around school. Leaders understand the need for a shared understanding of spiritual development but as yet this has not been agreed.

Leaders have prioritised RE, ensuring that learning is well-sequenced, well-balanced and diverse. Recently introduced unit plans clearly outline key learning, linking it to what has come before and what will come next. This is helping pupils to make connections. Systems that enable teachers to check pupils' understanding of key knowledge are in place, but are yet to be embedded. The subject leader is an advocate for RE and supports staff well. Pupils enjoy learning about different religions and value the opportunity to debate their own thoughts. Regular monitoring in RE is leading to improved practice.

The school is at the heart of this community. All are united by the vision which reaches beyond the school gate. As one parent reflected, 'it's more than just a school – it's a family'.

The inspection findings indicate that Burton Leonard Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	14 November 2023	URN	121555
VC/VA/Academy	Voluntary controlled	Pupils on roll	91
Diocese	Leeds		
MAT/Federation			
Headteacher	Rebecca Wolfe		
Chair	Paul Robinson		
Inspector	Philippa Boulding	No.	965