

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burham Church of England VC Primary School	
Address	Bell Lane, Burham, Rochester, ME1 3SY
School vision	
<p>‘Let your light ‘shine’ before others that they may see your good works;’ Matthew 5 v 16 SHINE – success, happiness, independence, new experiences, engagement. CRAFT – compassion, responsibility, acceptance, forgiveness, trust.</p>	
School strengths	
<ul style="list-style-type: none"> • The new Christian vision is central to all aspects of school life. This is driving the strategic direction of Burham and is spurring the school into providing the best for everyone. • The engaging curriculum meets the needs of all pupils and widens their horizons. Because of this, it is enabling pupils to thrive academically. • Affirmative and supportive relationships within the school generate kindness and compassion for one another. This sense of wellbeing offers a bedrock for academic success. • Collective worship contributes constructively to a sense of community and belonging. Centred on the vision and values, it secures an understanding of the relevance of these in pupils’ lives. • The strength of the religious education (RE) curriculum inspires pupils to think deeply and reflect critically on Christianity and a range of worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Enhance the school’s shared understanding of spirituality by establishing planned opportunities across the curriculum. This will enable pupils and adults to explore their own spirituality in greater depth. • Develop the range of openings provided for pupils to engage in social action. This is to enable them to be courageous advocates for change in their local, national and global communities. • Ensure that there is a clear understanding of the academic role of RE as distinct from collective worship. Strengthen the ongoing development of the RE curriculum through support from a range of partnerships, including the diocese, 	
Inspection findings	
<p>Burham’s new vision takes the school forward on a strong platform. The central bible verse is accompanied and underpinned by two easily referenced acronyms. SHINE (success, happiness, independence, new experiences and engagement) links to behaviours and aspirations for learning. CRAFT (compassion, responsibility, acceptance, forgiveness and trust) reflects the school’s cherished Christian values. These bond together to create a communal focus and support for the school’s strategic development. The vision has drawn the team together and empowering them in a shared journey of school improvement. Governors have a secure knowledge of the school’s context and needs. This has enabled them to evaluate how the vision has become a living reality, as well as offer challenge when needed. The embodiment of Christian values is a major factor in the quality of relationships and behaviour of pupils. This has underscored Burham’s aim for everyone to be fulfilled in each aspect of school life.</p>	



A desire to have the best outcomes for all has been at the heart of curriculum development. The acronym SHINE, with its emphasis on success, experiences and independence, has motivated a new curriculum. At its core is an explorative approach to learning which energises and enthuses pupils. This has allowed individual gifts and talents to flourish. The school gives priority to enrichment. Within this, pupils experience a range of trips, as well as outdoor activities. A variety of carefully planned curriculum activities ensures that pupils enjoy their time at Burham and are engaged in their learning. Special cooking classes or science days, for example, create memorable occasions. Such events also allow for personal individuality to shine. The value placed on meeting the needs of all has spurred on the work with those who have special educational needs and/or disabilities (SEND). Specific interventions and programmes allow individuals to be settled and thrive. Staff have some understanding of spirituality, but there are no planned opportunities to foster this through the curriculum. As a result, openings for the growth of spirituality are missed.

Collective worship inspires a deep sense of belonging. Set at the start of the school day, it draws the school community together around the shared vision and values. This in turn centres staff and pupils on how to make the most of the day ahead. It sets the tone for a united, composed and cohesive school environment. Values are conveyed through the stories of Jesus, affirming the dignity of the individual and the importance of living well together. Joyous singing of a variety of songs unites the school in a happy bond. Celebration worship recognises and acclaims everyone's ability to shine. Alongside this it reinforces the importance of each one being unique and valued. Pupils embrace times of prayer and reflection within worship, knowing that this fosters a sense of inner calm and peace. In this way their spirituality is enriched through worship.

Reflecting the vision, pupils' character development progresses alongside their academic success. They confidently take charge of their own feelings and emotions. Pupils speak with assurance about how they have become self-motivated to overcome difficulties. This creates pupils who are positive and resilient to change and challenges within the social setting and in learning. High quality relationships gird all interactions and strengthen the bonds between all within the school community. This recognises the great worth placed on everyone. Pupils know that kindness is at the root of their positive friendships and that forgiveness is the source of ongoing harmony. They are confident in their part in creating a friendly school in which all are respected. Staff in their work, embody humble service to others. They operate as a unified team around common goals to achieve the best outcomes for pupils. They encourage each other in their work, which generates a strong sense of wellbeing. An outward looking focus allows staff to be strengthened in collaborative working across a group of schools. This inspires fresh approaches to teaching and learning, eliciting excitement and enthusiasm from pupils.

Pupils are acutely aware of their personal responsibilities within their school community. They play a key part in being stewards of their environment, recognising their part in transforming their world. They have a high level of respect for their immediate setting, understanding the need to save energy and keep the school litter free. Pupils' participation in the school council enables them to feel valued and trusted partners in school leadership. They know that their shared decision-making helps create a school that is a happy and enjoyable place to be. Others embrace responsibility through being play or sports leaders, for example. They clearly articulate the importance of being good role models to younger pupils and how this creates a cheerful and safe school. As such they play a part in shining individually, which releases a collective shining by all. A key hallmark of pupils' approach is that of acting with integrity. One pupil stated, 'Don't try to show off by helping others, do it with sincerity'. However, opportunities for pupils to understand issues of injustice and social action in the wider world are narrow.

The school environment nurtures the exploration of a range of issues within RE. The use of big questions inspires lively discussion. Pupils are confident that their classroom is a safe place where



they can voice their ideas and be heard. They enjoy the variety of learning approaches that allow for the interpretation and reflection on Christianity and world faiths. The exploration of different worldviews informs their thoughts about life and respect for different people’s feelings and values. However, the separation of RE and collective worship is indistinct on occasions. Some pupil workbooks currently show a combination of RE and collective worship activities and reflections. Staff are eager to develop their knowledge and skills in teaching RE. Support is received from local schools to enhance teacher skills. Partnerships with a wider group, including the diocese, are limited.

Burham is a school where each one is loved and valued as a unique child of God. Marked by humble service for the benefit of each other, staff and pupils thrive in an environment that allows all to shine.

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

Information			
Inspection date	6 February 2024	URN	118620
VC/VA/Academy	Voluntary controlled	Pupils on roll	158
Diocese	Rochester		
MAT/Federation			
Headteacher	Holly Goddon		
Chair	Robert Worth and Sini Savilaakso		
Inspector	Elizabeth Pettersen	No.	557