

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

### Boddington Church of England Primary Academy

#### Vision

'Do to others as you would have them do to you' (Matthew 7.12)

Respect, Believe, Succeed.

In our school, we will encourage children to be brave, take risks and have confidence in themselves. We want them to develop into independent people, prepared for whatever their future holds, who have an ingrained love for learning; learning that is an experience, a journey of exploration. We will share in and celebrate successes, both in our vibrant school environment and through collective worship. At the root of all that we do are the Christian values that the school holds dear. Our whole school community will work together to help our children realise their full potential.

Boddington Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The school's deeply embedded Christian vision drives everyday decision making and interactions. It inspires pupils and adults to 'Do to others as you would have them do to you' ensuring the vision is lived out daily.
- Collective worship is highly valued and inclusive, enabling pupils and adults to grow as a school family. Regular visitors from the church community, including clergy, further enrich collective worship and enhance the curriculum for pupils.
- In line with the Christian vision, pupils and adults are treated well, and they show one another respect. Through thoughtfully planned provision and support, pupils with special educational needs and/or disabilities (SEND) are included successfully.
- Leaders ensure that the curriculum is inclusive and reflects the vision. They express a profound commitment to the development of pupils as reflective and conscientious individuals.
- The effective leadership of religious education (RE) results in an engaging and memorable curriculum. It is tailored to the needs of pupils in mixed-age classes. This means that pupils develop a good knowledge and understanding of a range of religions.

#### Development Points

- Embed the language of spirituality in the curriculum This is so that pupils and adults can deepen their understanding.
- Develop pupils' and adults' understanding of justice and responsibility within and beyond the school community. This is so that the adults can support pupils to recognise the positive difference they can make.



## Inspection Findings

Rooted firmly in biblical teaching the vision drives decision making within the school. It unites the school community and ensures a common purpose. Pupils, staff and parents speak confidently and knowledgeably about the impact of the school's distinctively Christian vision. The vision is lived out through 12 Christian values. These values are explored in detail across a two-year cycle with pupils immersing themselves in a different value each term. The values are visible around the school and inform interactions about behaviour, attitudes, and learning. This means that the vision is enabling pupils to flourish. Pupils talk confidently about living the vision both within and outside of the school, for example by being kind to their siblings. The vision and associated values are a strong and clear reason why parents choose the school for their children. Consequently, the school is united harmoniously with its wider community.

The curriculum choices made by leaders are engaging and memorable for learners. They inspire self-belief and a love for learning. Learning environments promote learner engagement and provide the tools and encouragement for pupils to do their best. Pupils' self-regulation is positively encouraged. Displays of uplifting affirmations, reflection areas, and active support for pupils' feelings ensure that learning is purposeful and calm. Pupils enjoy trips and visits. These include to an outdoor activities centre and to an indoor ski slope. Extra-curricular activities on offer include dance, football and basketball. Parents describe their children wanting to attend the after-school provision rather than needing to. This demonstrates how much pupils enjoy the many opportunities that leaders plan. A local partnership within the village provides pupils with a regular forest school that offers some opportunity for spiritual development. However, there is an inconsistency in how adults and pupils understand spirituality. This is because opportunities for spiritual development are not being explicitly planned for across the curriculum.

Daily collective worship brings the school together in a calm and reflective space. Pupils and staff are invited to join in with its Anglican traditions. It is inclusive of learners and adaptations are available to ensure that those that wish to join in, can. Pupils visibly enjoy and engage with worship, participating well and singing joyfully. This engagement reflects the school's response to pupils' feedback on worship and what elements they like and would welcome more of. Pupils speak enthusiastically about special services at the local church, such as Christingle, Easter, and Christmas. These develop pupils' and adults' spiritual growth alongside reinforcing their understanding of the traditions of the Anglican calendar. Pupils play an active part in planning worship. They plan a weekly worship using a carefully chosen picture book based upon the school values. For example, pupils used the theme of the Paralympics to demonstrate the value of respect. The pupils create their own presentations and showcase their learning. This supports others in developing a deeper understanding of the school's values. The school's relationship with the local church is strong. Each week church clergy lead acts of worship. Pupils and staff enjoy the regular 'turn the page' presentations. These develop both love for, and understanding of, biblical stories. Daily worship leads to a harmonious environment. Coming at the end of the school day, it encourages pupils to take the vision out into the community.

The vision inspires pupils and adults to treat each other with dignity and respect. This means that relationships are strong and that the community enjoys a nurturing and inclusive environment. Leaders ensure that new staff are made to feel welcome and supported to settle in. Staff respond effectively to pupils' emotional needs and wellbeing. In an age-appropriate way, often individualised, pupils acquire the skills and strategies to enable them to feel positive and calm. This means that recreational times reflect the school's vision, with pupils playing cooperatively. Younger pupils are well supported by their older peers. Pupils talk confidently and understand the



importance of treating other people well. Pupils appreciate the fact that staff members know their name. This means that the pupils feel safe and supported. Those with additional needs are offered thoughtful adaptation. This ensures that barriers to learning are broken down and that the most vulnerable learners' needs are well supported. Pupils and staff award wooden 'value hearts' to one another for living out the school's values. The school community celebrates these and other achievements weekly, thereby assuring pupils that they are valued and loved.

Pupils serve one another through embracing a variety of responsibilities in their school. The school council plan for improvements to their environment. With support from the community, they have successfully established a nature garden. Pupils know that adults listen to them. Pupils attend training sessions at the local secondary school to learn to be play leaders. They take seriously the responsibility of leading games for the school's youngest pupils. The 'clean-up crew' exemplify the school's vision by ensuring a clean and tidy lunch environment. This and other endeavours, such as regular litter picks, demonstrate the impact of the school's vision on its pupils. Outside of the school, pupils have put on performances for the village at the local hall. Across the school year, the school community raises money for local and national charities. However, pupils are limited in their ability to recognise and challenge issues of injustice in their world. They do not realise the difference that they can make beyond the school gates.

RE has a high priority on the school's curriculum. The curriculum is well-sequenced and challenging. The school has sought expert support from the diocese to ensure the curriculum is appropriate for mixed-age classes. The curriculum enables pupils to gain an understanding of a range of world religions, including Christianity. Staff are knowledgeable and confident in their delivery of the RE curriculum. Visitors and trips to places of worship further enrich the curriculum. This includes visits to Peterborough Cathedral and the Leamington Spa Gurdwara. These experiences enrich pupils' knowledge and understanding of faith and belief. RE is presented and expressed delightfully around the school and in pupils' books. Beautiful art has been created, such as the Easter crosses designed with pupils and their families at the Easter crafts morning. The crosses have been curated together into one large cross, signifying the community unity. Pupils are enthusiastic about RE work, such as making a story cube about Ramayana, and planning a pilgrimage. Younger pupils' work is recorded in floor books alongside photographs of activities. Pupils speak knowledgeably about these engaging tasks, such as modelling religious symbols out of dough. Pupils' responses and the recall of their work demonstrates a deep understanding of the RE curriculum.

## Information

Address	Church Road, Upper Boddington, Northamptonshire NN11 6DL		
Date	3 April 2025	URN	140056
Type of school	Academy	No. of pupils	44
Diocese	Peterborough		
MAT	Evolve Church Academy Trust		
Headteacher	Zoe O'Malley		
Chair of Trust	Karen Falvey		
Inspector	Andrew Terrey		