



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

<b>Full name of school</b>	<b>St. Botolph's Church of England Primary School</b>
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Ely</b>
Previous SIAMS inspection grade:	Outstanding
Local authority	Peterborough
Date of inspection	20 October 2016
Date of last inspection	17 October 2011
School's unique reference number	110822
Headteacher	Jackii Crockett
Inspector's name and number	Pat George 845

### School context

St. Botolph's is a larger than average voluntary controlled school, 409 on roll, in a residential area of Peterborough. The majority of pupils are White British, however the school has a rising roll of pupils with English as an additional language. Its proportion of pupil premium children is also rising. OFSTED June 2015 gave a judgement of good. The headteacher has been in post for nearly 2 years and there has been a substantial change in staffing with new staff in positions of responsibility, including those for collective worship and religious education. The school has a growing number of families from other faiths and children out of catchment.

### The distinctiveness and effectiveness of St. Botolph's as a Church of England school are outstanding

- Christian values are embedded in the daily life of the school and these are owned by the whole school. This supports the development of pupil personal spiritual development and enables the school to be an inclusive, supportive and welcoming Christian community.
- Relationships between all members of the wider school community are excellent and this, together with the Christian character and values, has a significant impact on the spiritual, moral, social and cultural (SMSC) development of pupils whilst showing sensitivity to children and families from other cultures and faiths.
- Pupils' ability to make links between values, worship and religious education (RE) gives them a good understanding and respect for diversity within their school and the wider community.

### Areas to improve

- Continue to develop pupil involvement in delivering collective worship, providing more opportunities for them to independently plan and lead complete acts of worship so that they have the confidence to deliver planned and spontaneous acts of worship.
- Develop feedback from all stakeholders, including opportunities for pupils to work directly with the governing body so that they become more involved with the development of the school as a church school.

## **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The school mission statement is “Celebrating faith, learning and community.” This together with the vision statement of ‘Compassion, Courage, and Community’ form the basis of the school Christian values. Core values underpin everything that goes on in school. These three core values were chosen by the whole school community which led to the mission statement. Consequently, the whole community can articulate the impact of the distinctive Christian values which are deeply embedded and explicit in the daily life of the school. The profile is clear on the school website and displays around school. The school has robust systems in place to respond to needs of individual pupils and appropriate support is provided not only for academic but for social and emotional needs. This and the pupils’ enjoyment of learning and school life leads to above national average attendance. Data supports the positive impact of these interventions and shows achievement at or above national standards. Vulnerable pupils are in most cases making progress in line with their peers. Pupils are clear that bullying doesn’t happen and that they support each other. Parents are very supportive of the school and are appreciative of the positive impact the values have on their children. They say that the ethos is visible around the school, they like the displays linked to pupils’ work in RE. They feel the school is “living the word of God, being active, teaching by example” “it is warm like a family and has a sense of community.” It is very inclusive and parents appreciate the little things the school does to show they care about parents and the community. Parents feel welcome and confident to come into school to talk about their faith. They are invited to stay for prayer and Collective Worship after story cafes.

Values and worship themes are linked to the broader curriculum deepening pupil understanding of these values and how they live them in their daily lives. Pupils are very articulate about the values and can explain what they mean to them and their behaviour both inside and outside school. They explained “courage is being brave, doing something hard, compassion is being kind, and community is all of us together, helping each other.” They could give examples of showing courage, eg. standing up in worship to lead prayers, and these statements make up a display. They can explain the biblical quotes seen around the school. Pupils spoke about how the prayer stops linked to the 5 senses and the prayer corner helps them to be calm and reflect. These enhance the development of their personal spirituality. Pupils are articulate about their support for charities and how they serve their community through school council, worship team and peer mentors and how this shows Christian values. RE plays a key role in helping pupils understand their peers from other faiths, evident in the high level of respect for those from diverse communities. It encourages thinking through the use of ‘Big Questions’. Displays celebrate visits and visitors to support learning in RE. Pupils have a well-developed knowledge of Anglican traditions including festivals and ceremonies; a good number of pupils each year are christened and confirmed, supported by good links with the two local churches. An understanding of the worldwide dimension of Christianity is developing, with pupils able to talk about Christian denominations and Christianity in different countries, supported by a display in the hall.

## **The impact of collective worship on the school community is outstanding**

The whole school community values worship and say “it brings us closer to God and together”. Planning is done with a governor and themes are linked to the values, the church year and world events. Governors are regular visitors to worship and consequently have a good understanding of worship in school. Worship is led by a variety of adults including teachers, the curate and pupils. The core values are reinforced in worship, which is active and responds to pupils’ interests. Pupils enjoy worshipping through song and the range of songs caters to the needs of both young and older pupils. Consequently, worship has a lasting impact and parents spoke of pupils talking about worship at home and they feel welcome to join worship at any time. Pupils say of worship it “helps you remember to include people and not treat them badly because they are different. You learn about yourself and it makes you a better person.” They can discuss Bible stories from worship and talk knowledgeably about different times of the church year eg. Easter. They feel that worship makes their school a praying school. Their spirituality is enhanced by the use of focus objects, pictures and music. The worship observed was a Harvest festival and the worship team children led parts of the worship including the liturgical response at the end. Two candles were lit before praying, one for shared pupil prayers, the second as a reminder for “understanding God and understanding us.” Although pupils delivered parts of the worship and do so regularly, their opportunities for planning and leading a whole act of worship are more limited. They appreciate opportunities to worship in the local churches

Pupils value prayer and reflection and have a good understanding of different reasons to pray, saying sorry, thank you, asking for help or for something, calming down or just talking to God. Prayer corners, spots and the prayer stones outside support pupils' spirituality. The prayer stones outside form another link with the wider community and worship sometimes takes place here. Pupils are very confident writing their own prayers for worship and prayers from the prayer box are taken to one of the local churches by the curate. School also has a book of pupil prayers it is publishing. Pupils have a good age appropriate understanding of the Trinity as a three, God as Father Son and Holy Spirit; from a Year 1 explaining "God is a father like your dad, Jesus we talk to and the Holy Spirit protects us, is kind", to an older pupil explaining the Holy Spirit is all around us, you can feel it when you pray and it's always there if you are a Christian.

Worship is well led and monitoring and evaluation are undertaken by all stakeholders. Regular pupil questionnaires provide feedback on pupils' views and these feed into future planning. Improvements are made as a result of monitoring but governors and pupils liaising to bring about improvements is not yet well established.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher's strong vision for the school is shared by stakeholders, all of whom continually uphold the Christian values and articulate the Christian ethos. This ensures that pupil SMSC is a priority and the impact across the school is evident in relationships. Self-evaluation as a church school is in place and the school works closely with the diocese as evidenced by the action plan following a recent health check. The high-quality worship supports pupil SMSC and their positive behaviour and attitudes. Parents speak positively about the variety of prayer spaces and links with the churches. Parents feel their children absorb and apply what they learn about values and they enjoy the community events such as Christingle, the choir singing in church and to older people in the community. Parents feel their views are valued and that they are fully involved in the development of the school as a church school.

The Governing body is involved in developing the vision. This is very effective due to monitoring and evaluation based on key performance indicators linked to the vision. Governors are committed to staff development to enhance the Christian distinctiveness of the school. They are clear that it is the Christian values and ethos that encourages the behaviour and respect for others seen in school, developing confidence in individuals which has a positive influence on standards, attitudes to learning and attendance. Monitoring includes a focus on the distinctive Christian character and is recorded. However, pupils don't as yet feedback to the governing body. Governors are in school regularly and feel that school provides positive links with the churches through providing opportunities to explore the Gospel and by making faith accessible. The curate from the two local churches is a strong presence in school and the whole community value his input; pupils see him as a friend. He meets with the pupil worship team regularly and supported them to write the words for an informal communion service. He feels a key strength of the school is its willingness to explore and develop what it means to be a church school.

Worship has a high profile within the school and is well led. Leadership in RE is strong and is committed to ongoing development of the role of RE and its links to other curriculum areas and worship. Leaders feel that this is allowing children to grow and develop their own ideas. School has asked to be a pilot school for the new agreed syllabus. School has effective links with other church schools and the diocese and supports diocesan training and professional development. Strong leadership has ensured the areas of development from the last inspection have been met and that the school has an ongoing vision for its development as a church school.

SIAMS report October 2016 St. Botolph's Church of England Primary Peterborough PE2 7 ED