

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burton Morewood Church of England Primary School			
Address	Main Street, Burton-in-Kendal, Carnforth, Lancashire, LA7 IND		
Date of inspection	14 February 2020	Status of school	Academy inspected as voluntary controlled
Diocese	Carlisle	URN	137537

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Burton Morewood Church of England Primary School has 187 (including nursery) pupils on roll. Most pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Since the last inspection the school has received a requires improvement judgement from Ofsted. The school has also appointed a new headteacher.

The school's Christian vision

We are a caring and fully inclusive Academy, where the Christian values of compassion, friendship, perseverance and trust are embedded in all that we do. We aim that our values will not only resonate within every member of our school but will also have an impact within our local community and beyond.

Loving to Learn and Learning to Love

Key findings

- The recently developed Christian vision, underpinned by well understood and creatively implemented Christian values, drives the actions of all. However, it is not yet embedded within the school's self-evaluation.
- Behaviour is exemplary and pupils link this directly to the school's Christian vision and values. The implementation of the vision and values ensures that this is a harmonious community.
- This is a flourishing community where pupils experience an exciting curriculum. Parents recognise and value highly the holistic approach to education. Substantial planning and support is in place for pupils with additional needs. However, planning for spiritual development is less well developed.
- Leadership of religious education (RE) and collective worship is inspirational. Worship is a joyful experience and infuses the school day. Links with the local church are mutually beneficial and the fortnightly visits of the 'Open the Book' team are a highlight for pupils.
- RE has significant strengths in both passionate leadership and positive pupil attitudes. All stakeholders highly value the subject and it is well supported by the school. However, assessment strategies are not yet secure.

Areas for development

- To grow, embed and evaluate the Christian vision so that it informs strategic planning and its impact can be identified in children's lives.
- To implement a rigorous system of assessment in RE. In order that pupils can confidently articulate their learning and good progress can be secured.
- Develop a shared understanding of spirituality which informs curriculum planning. This is so that pupils have regular opportunities to explore and articulate their spiritual understanding.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The Christian vision has recently been reviewed by members of the school community. This inclusive vision is underpinned by the Christian values of compassion, friendship, perseverance, trust and associated Bible verses. The vision is well understood and the school's strapline 'Loving to Learn and Learning to Love' is meaningful to all. One pupil said, 'it reminds me of Jesus, because Jesus loves everyone'. The Christian values were selected by the whole school community and are evident in daily school life. For example, pupils can articulate the link between the friendship benches in the playground, 'learning to love' and the Christian value of friendship. The school council has devised playground rules explicitly linked to the Christian vision and values. School leaders are aware of current thinking in Church school education. The headteacher has undertaken a diocesan leadership programme. This has had a profound impact on the development of the school as a church school. The vision is demonstrated particularly in the school approach to inclusion. Leaders are very clear that all are created in the image of God. Therefore, nothing is too much trouble to ensure individual needs are met. However, as the vision is new there has been limited time to embed it or evaluate its impact.

The school provides a broad and balanced curriculum guided by its Christian vision. The wide variety of sports, performing arts, residential and outdoor learning opportunities means that all pupils can engage regardless of their abilities or needs. There are well-developed processes for identifying and supporting vulnerable pupils and those with additional learning and personal needs. The school has responded rapidly to aspects of teaching and learning that have been identified as needing improvement. This has resulted in some improving outcomes. Leaders can identify how the Christian vision has supported and guided the school during recent challenging times. However, there is currently no shared vision in place for distinctively Christian spiritual development. It is not routinely included in planning beyond RE and collective worship.

Community engagement and international links are strengths of the school. Numerous opportunities exist for pupils and the local community to build relationships and to 'learn to love'. Pupils and parents recognise the significance of these community-building activities. Examples include delivering Christmas cards and harvest gifts to homes near school and singing at a local residential home. The ongoing link with a Ugandan school in a refugee camp impacts on pupils and families in both Burton Morewood and the refugee camp. This is through exchanging letters, fundraising and teacher visits. A parent said, 'the children are learning about a different sort of four walls, with different struggles but the core values still apply'. Home learning challenges and the Christian values awards are other tools which ensure character is explicitly taught and recognised. The school also has an active Eco group in which pupils see their vision as extending 'learning to love' to include loving God's creation. They speak passionately about the importance of this and are well supported in their actions. Pupils have devised class worship on the theme of courageous advocacy and use worship to explore how injustice can be challenged.

Behaviour is exemplary and stakeholders link this to the Christian vision in action. Pupils and parents demonstrate how the 'Good to be Green' behaviour policy has the vision threading through it. This includes an emphasis on restorative justice. Students are flourishing in many areas at Burton Morewood. The 'friendship matters' course is used to help pupils live well together as is the mental health champion. Staff are nurtured and encouraged to 'love to learn and learn to love'. For example, there are staff who came to the school as volunteers, then undertook further training and returned as employees. One staff member said, 'I have never worked with such a supportive team before'. Opportunities to celebrate difference and diversity are naturally woven throughout school life. These include 'mystery guest' visits, visits to places of worship and an ongoing dementia-friendly link with a local care home. Pupils feel safe to express their views and know that they will be respected.

Collective worship is a joyful occasion which permeates the whole school. Pupils regularly plan, deliver and evaluate worship in a range of venues and styles. There is thorough monitoring of pupil views and experiences of worship including class collective worship review books. The inspiring collective worship leader encourages all those involved in leading worship through support, training and resources. Members of the local church regularly deliver worship via 'Open the Book'. This helps the school community to deepen their knowledge and understanding of the teachings of Jesus and the Bible. Pupils are highly engaged by collective worship especially 'Open the Book'. They sing with enthusiasm and value opportunities for prayer and reflection. Prayer spaces are very visible around the school and used regularly by pupils. Pupils recognise that the prayer spaces help them to 'learn to love'. Older pupils contributed to writing the school prayer, which draws together the vision and values.

The link with the local church is thriving, including a Quest club and frequent whole school celebrations in the church. The vicar leads worship regularly and makes himself available on the playground to meet with parents on a weekly basis. Areas for improvement from the previous SIAMS inspection have been thoroughly addressed.

RE is highly valued at Burton Morewood. Pupils have a good understanding of an appropriate range of religions. Curriculum planning is effective. Understanding Christianity is currently being introduced to further develop religious literacy. Christian Aid lent resources ensure pupils develop their awareness of Christianity as a living world faith. The RE lead makes excellent use of support available from the diocese through the RE network. Leaders monitor and evaluate RE. This evaluation has led to the use of individual exercise books for older pupils rather than scrap books. Therefore, pupils are beginning to see progress in their own learning. Appropriate moderation of pupil's work has taken place. However, assessment procedures do not consistently underpin sound progress.

Headteacher	Richard Wilson
Inspector's name and number	Ruth Houston 947