

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

<b>Burlington Church of England Primary School</b>			
<b>Address</b>	School Road, Kirkby-in-Furness, Cumbria, LA17 7UH		
<b>Date of inspection</b>	19 September 2019	<b>Status of school</b>	Voluntary Controlled Primary School
<b>Diocese</b>	Carlisle	<b>URN</b>	112281

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

### School context

Burlington Church of England Primary school has 63 pupils on roll with a further six pupils in a school-run nursery. The school has a very low level of religious and cultural diversity and no pupils speak English as an additional language. The proportion of pupils who are considered disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.

### The school's Christian vision

Learning with love and laughter, believing and achieving.

Burlington Church of England Primary and Nursery School provides a safe, calm, happy and secure environment where the Christian values of trust, compassion, respect and perseverance are embedded within school life enabling everyone to thrive.

'Then he said to them, "Whoever welcomes this little child in my name welcomes me.'" Luke 9:48

### Key findings

- The Christian vision of welcome is the thread that runs through the whole school. Trust, compassion, respect and perseverance characterise the school community.
- The vision of enabling all to thrive means that staff and pupils are flourishing at Burlington. Pupils receive a rounded education which provides good support for both spiritual and academic development. Wellbeing is prioritised and everyone recognises the family nature of the school.
- The well-established and vibrant links between church and school are mutually beneficial to the whole community.
- Pupils have strong biblical knowledge. They are extremely enthusiastic about religious education (RE) and value it deeply. However, there are limited opportunities for pupils to interact with people of different cultures and faiths.
- Collective worship is highly regarded by all members of the school community. Worship is engaging, varied and offers opportunities for individual spiritual development. Pupils, staff and governors are involved in evaluating the impact of worship. However, pupils' evaluations do not always direct long-term planning of collective worship.

### Areas for development

- Develop strategies to encourage distributed leadership of the Christian character of the school. This is to ensure that all staff can develop as leaders of a church school.
- Provide significant opportunities for dialogue with people of different cultures and faiths to enhance pupils' understanding of difference and diversity.
- Continue to develop the role of pupils in planning, leading and evaluating collective worship. This is so that pupils take a more significant lead in the development of worship within the school.

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 of Burlington school is the thread that permeates all aspects of school life. The vision is well known by all. Even the youngest pupils explain what it means to them in terms of welcoming others and serving them. The headteacher is an inspiring and caring Christian leader and families have complete trust in her. The vision and values are lived out by all members of the school community in their daily lives. Governors are deeply involved in the school, with regular contact and appropriate involvement in self-evaluation. The school has a range of partnerships which are underpinned by its Christian vision of welcome. For example, they have worked with another local church school on a transition project with a local Christian group 'Jester for Jesus'. Support from the diocese has been important in the development of the Christian life of the school. This includes involvement in the RE network and a diocesan peer support network. School leaders have ensured that development plans and policies are built on the vision. At Burlington, staff and pupils are flourishing. Pupils have a purposeful and joyful approach to their learning and all aspects of school life. Staff thrive because they are well-supported both professionally and personally and see this as the Christian vision in action. They have a good understanding of the school as a Church school. However, providing opportunities for all staff to grow as leaders of church schools is an area for further development. This is to secure the sustainability of the school's good practice.

The vision of enabling all to thrive is facilitated through curricular and extra-curricular activities which meet the needs of all learners. Pupils make good progress and the school has made a significant commitment to spiritual and character development. Pupils develop confidence and resilience through opportunities such as the challenging 'dangerous activities' provided through forest schools and residential. Pupils experience 'worship in the woods' and every opportunity is taken to enable pupils to experience awe and wonder. A school trip involving a steep climb in heavy rain, was used to help pupils identify the value of perseverance. Burlington is proud of its inclusive character. The school is highly effective in identifying and supporting those who are vulnerable or who have additional learning needs. Regular governor consideration of the mental health of community members contributes to the flourishing of all.

Pupils have a good understanding of justice. As a result, they are involved in pupil-instigated fundraising, fairtrade, recycling and other community actions. Some pupils link their actions to the message in the Bible story of the Good Samaritan. The whole curriculum and especially RE supports pupils in learning to ask big questions. Pupils explore situations of injustice and open their horizons through regularly watching Newsround. This provides an effective springboard for collective worship. However, pupils' understanding of injustice is not enhanced through global links.

Inspired by the vision of welcoming others in Christ's name, pupils demonstrate deep respect, care and understanding. These attitudes spring from the Christian vision of welcome as service. Parental comments confirm this, they appreciate how this benefits their children. Pupils feel safe, calm, happy and secure. Parents choose the school because of its welcome, quality of relationships and family feel. Behaviour is exemplary and attendance is high. Pupils say that if they fall out, they are helped to 'sort it out', and put things right. This personalised provision means that all thrive. The curriculum provides opportunities to celebrate and respect difference and diversity. For example, African drumming sessions enable pupils to engage enthusiastically with the culture of a different continent. However, there are limited opportunities for pupils to engage in dialogue with people of different cultures and faiths.

Collective worship is an indispensable part of school life. Adults and pupils lead worship, with contributions from local churches and Christian organisations. The popular 'Jesus And Me' club, run by local church members, engages many pupils in further opportunities for worship. The school utilises the local church as an excellent resource. For example, visits to church have resulted in pupils and the church choir worshipping together. Links with the local church are integral to school life and benefit the whole community. Families value their visits to church highly. Prayer permeates the school day, with displays of prayers pupils have written and including a prayer in the staff cloakroom. Pupils are challenged by the questions that are used in prayer spaces. Meaningful evaluation of worship is facilitated by a member of the local church and reported back to governors. Pupils are

aware of Christian festivals and have a good understanding of important beliefs about God. Since the last inspection the school has made significant progress in involving the school community in evaluating the impact of worship. Pupils now regularly plan and lead parts of worship. Consequently, they are eager and ready to take an even more significant lead in directing the long-term planning of worship.

RE effectively expresses the Christian vision of the school. For example, younger pupils understand about baptism as a welcome to the church family. Collective worship and RE meet statutory requirements and are given a high priority by the school. RE and worship are linked in a thoughtful and highly complementary manner. In order that cross-curricular links are maximised, the RE leader ensures that staff are well informed about curriculum content. Opportunities to learn about promoting respect for people of other cultures, faiths and beliefs are well-planned. Pupils have an admirable knowledge of Bible stories and talk about them and their message confidently. Rigorous systems of assessment effectively underpin teaching and mean that pupils know how to improve.

The Burlington school community welcomes everyone as if they are welcoming Christ.

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