

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burchetts Green Church of England Infant School			
Address	Burchetts Green Road Burchetts Green Maidenhead SL6 6QZ		
Date of inspection	5 December 2018	Status of school	Primary academy inspected as VC. Oxford Diocesan Schools' Trust (ODST)
Diocese	Oxford	URN	141602

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

School context

Burchetts Green is an infant school with 68 pupils on roll, drawn from the local village and surrounding area. The school has low levels of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and disabilities has increased significantly since the last inspection and is now above the national average. Since the last inspection, the school has become an academy and a member of the Oxford Diocesan Schools' Trust (ODST).

The school's Christian vision

Living life in all its fullness – an opportunity to flourish
nurturing
trust, compassion, forgiveness, endurance, courage, peace, reverence, thankfulness and friendship.

Key findings

- The deeply embedded, well established, Christian vision and values are understood by everyone and create an ethos in which harmonious and respectful relationships enable everyone to flourish.
- The belief that every individual is of value and loved by God drives leaders' determination to make appropriate provision for all pupils even if this leads to financial challenges.
- The innovative outdoor curriculum, rooted in the school's vision, offers very wide and varied experiences to pupils that encourage social, moral, spiritual and cultural development.
- Worship and prayer are central to the school's identity and offer pupils and adults a rich spiritual experience.
- The excellent quality of provision in religious education (RE) ensures that the subject is valued by all and leads to high levels of attainment.

Areas for development

- Evaluate the impact of the outdoor curriculum on social, moral and cultural development and use this information to further enhance these aspects of pupils' development.
- Building on existing excellent practice, delegate even more responsibility for planning and leading collective worship to pupils in order to enrich their spiritual development and promote their awareness of Christian worship traditions.

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

An exemplary sense of responsibility to live out God's love for all individuals characterises the way in which this school cares for its pupils and staff. Leadership is characterised by integrity, enthusiasm, energy and an unswerving commitment to the school's vision and values. Staff, pupils and parents readily give examples of how senior leaders demonstrate their belief that God values and intends fullness of life for everyone. It is seen in the ways in which new staff are supported as they settle into school and the carefully targeted professional development provided for both staff and governors. The school achieves excellent academic standards, has low turnover of staff, a strong sense of community and is proud of its many awards. This testifies to the consistent application of leaders' vision and the deeply embedded core values. Extensive partnership working with local clergy and several local churches and organisations exemplifies the school's rich Christian ethos. The relevant, inclusive and high-quality worship and RE enrich the spiritual life of the school. The needs of all pupils, including those with complex individual needs are analysed rigorously. This gives rise to precisely targeted ways of supporting both staff and pupils. The investment in training and resources for these groups exemplifies leaders' strong Christian commitment to diversity and inclusion. Governors sustain a sharp focus on how decisions reflect the aspiration of enabling everyone to fulfil their potential. Where necessary, they put the best provision for pupils above the impact it has on the school's finances. In national assessments, all pupils achieve very well regardless of their starting points.

The highly-regarded headteacher and the RE leader work with the ODST and across the diocese, both accessing and leading training programmes. In this way the school benefits from enhanced skills in a variety of areas and lives out its determination to serve others. The sharing of expertise within the school develops leadership capacity at all levels. All initiatives are informed by the vision, purpose and values that together define the character of this school. This includes the innovative curriculum, in which pupils spend 80% of their time outside in the school grounds and woods. Outdoor learning promotes good mental health and attitudes because pupils engage extensively in activity, interaction, exploration and investigation. They develop high levels of confidence, perseverance and strong communication skills and build healthy personal relationships. The curriculum encourages social, moral and cultural development, although the full extent of this has not been evaluated.

The exciting outdoor curriculum provides many contexts in which pupils can reflect on and explore the natural world. High importance is accorded to spiritual development in this as in all aspects of the life of the school. Provision across all subjects and topics has been meticulously audited by governors, revealing that all curriculum areas contribute to spiritual development. Examples of deep and mature reflection are recorded, including by the youngest pupils. Rigorous strategic evaluation of the impact of provision informs future developments.

Pupils readily offer examples of how the Christian values influence their behaviour, help them to care for and forgive others and encourage self-control. Bad behaviour and bullying are very rare, and pupils have the courage to challenge any instances of teasing or unkindness. Parents agree that the school is a haven of peace, care and love where all, regardless of background, are treated with respect. The school has responded very effectively to the needs of individuals and families that have experienced personal or domestic trauma. It has played a major part in getting them back on track.

There are many contexts locally, nationally and internationally where pupils are encouraged to look beyond themselves and explore situations of injustice and inequality. They develop a deep concern for others, including those who live in very different circumstances from themselves. 'Just imagine going home and finding no toilet and no toys!' said a Year 2 pupil. Strong links with a local church, which works with a children's charity in Moldova, help pupils to understand issues of disadvantage and deprivation.

Collective worship is the highlight of each school day, attended by all pupils and adults. Pupils speak very enthusiastically about their experience, one pupil saying that he thought it was the best part of the day. They have a thorough understanding of the church year because worship engages them with the major festivals. They are inspired by the school's core Christian values and explain how their application to life is understood through worship. Pupils are excited when they discuss acts of worship they have particularly enjoyed, identifying, for example, Bible stories acted out by a local church group. They enjoy the many occasions when they participate in worship, by reading, acting, singing or praying, and say they would like to do even more. Worship is led by various leaders, who offer different worship styles, seating arrangements and locations. Services take place in church, in the outdoor amphitheatre and in the woods as well as in school. This adds a rich variety to daily worship. Pupils respond very well to prayer, regularly using known prayers and also composing their own. Prayer is a natural part of school life experienced at lunch time, home time and spontaneously at other times. A

Year 2 pupil described how prayer 'links us to God'. Acts of worship are evaluated frequently by all participants, including pupils, and this leads to development and improvement.

The school is blessed with a RE co-ordinator and a headteacher who have a passion for the subject and excellent subject knowledge. They have worked hard to help the school gain the Gold RE Quality Mark. This testifies to the excellent quality of the school's provision. Pupils enjoy their work in RE and show impressive levels of insight when discussing challenging questions. The work of each pupil in RE is assessed individually, and detailed marking promotes the development of deeper thinking. Visits, visitors and parents contribute valuable insights into the religious traditions of different faiths, such as Judaism. All statutory requirements are met, and pupils achieve very high standards, in line with those in other core subjects.

Headteacher	Delia Sheppard
Inspector's name and number	Lynne Thorogood 799