

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Billingham Church of England Primary School

Vision

Working together to raise aspirations, empowering a community of hope. We seek to develop resilient, curious and creative minds, inspiring everyone to shine bright and be positive members within our Church school community.

Billingham Church of England Primary School 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 Christian vision, skilfully tailored to meet the needs of the community it serves, drives the work of the school. As a result, Billingham provides an ambitious education for its pupils who thrive in its nurturing community.
- The belief in the potential of pupils underpins a broad and rich curriculum. Opportunities to experience the wider world open pupils' eyes to possibilities and raise aspirations.
- Strong leadership and a commitment to improvement mean that the school is well-placed to respond to latest developments in religious education (RE). Using case studies based upon real people and places ensures that the curriculum is accessible and relevant to pupils.

Development Points

- Enhance opportunities to explore spirituality through collective worship and the curriculum. This is to enable pupils to make sense of their growing spiritual awareness.
- Extend pupils' understanding of the way personal actions can tackle injustice. This is so that they can make well-informed choices in order to make a difference in the world.



Inspection Findings

Opening doors to the wonders of the world drives the work of Billingham School. Inspired by the travels of St Thomas, the school community sees education as a journey, full of challenges and opportunities. This shared understanding promotes courage and builds resilience in a safe and nurturing environment. Consequently, pupils and adults flourish in a community built upon hope for the future. School leaders know the school and the community it serves well. This enables them to provide an education which removes barriers to achievement so that pupils have the opportunity to fulfil their potential. Governors use the outcomes of monitoring to provide challenge and support. They effectively evaluate provision and plan for the future. The impact of their close monitoring supports leaders in ensuring the vision is a lived, and ambitious, reality for adults and pupils. The aspirational curriculum ignites pupils' curiosity. A stimulating and creative approach captures their imagination and engages them in their learning. Pupils reflect upon what they already know and value the freedom to ask questions as they seek to understand more. Learning about explorers and pioneers develops an appreciation of the importance of dreams, whatever they may be. School trips and talks by past pupils open their eyes to the world of work. Learning about the Royal Air Force, agriculture and marine biology challenges stereotypes and raises aspirations. Participation in extra-curricular clubs and sporting events enables pupils to pursue interests and discover their talents. Singing in the choir with a local celebrity fosters pride in working together towards a common goal and raises self-esteem. Tailored support enables pupils with special educational needs and disabilities (SEND) to access the curriculum. Working with parents, teachers identify needs and plan intervention so that pupils have the opportunity to fulfil their potential. The smallest steps of progress are a cause for celebration, giving a sense of achievement and hope. Leaders' commitment to inclusivity is valued by parents who feel well-supported by the school. Help with issues such as sleep and behaviour at home helps parents feel less alone. Home visits build strong relationships with families as they get ready to start school. As a result, the youngest pupils settle quickly into the warm and welcoming environment of the school community. The curriculum ensures that pupils are well-prepared for the move to secondary school. The vision inspires pupils to work hard, encouraging them to work with determination as they look towards their future.

Collective worship invites the school community to come together for prayer and praise. A range of approaches led by different people, including representatives from local churches, enriches the worship experience. Pupils value their role in this important time as they lead the invitation to worship. Class banners which join to tell the story of creation strengthen a sense of togetherness. Familiar words and the lighting of candles settle pupils and provide moments for them to be still and reflect. Storytelling, music and drama are used to bring stories from the Bible, history and the present day to life. For example, making and racing boats creatively draws pupils into the story of Jesus calming the storm. This helps them to relate to the message and how it applies to their own lives. Questions are welcomed as pupils ponder on the deeper meaning of faith in a safe and inclusive environment. Gentle encouragement and guidance from adults fosters confidence as pupils explore their growing spirituality. Using the words, 'When I go through the door', they share their hopes for the future. These moments bring a sense of joy and unity to the school community. However, many pupils are not able to articulate their responses to spiritual encounters. This limits the impact of worship on their spiritual flourishing.

A culture of kindness and mutual support is woven through the school's work. A warm welcome which respects and celebrates difference awaits pupils and adults as they enter the school. Staff go the extra mile to engage with families who know that they will be listened to and helped. By working together, trust is built and parents feel part of the school. The potential of pupils and adults is recognised and nurtured. Achievements within and outside school are shared and celebrated, fostering a sense of pride and self-worth. Opportunities to attend family events



and an annual day to pursue personal interests recognise the commitment of staff. Pupils and adults explain how there is always someone to talk to if they have a worry. As a result, they feel loved and cared for and wellbeing is enhanced. Interventions such as Lego therapy support those who find school challenging. The positive behaviour these promote is reflected in a calm environment where pupils thrive.

Visiting the Houses of Parliament and the local court strengthens pupils' appreciation of individual rights and responsibilities. Learning about the laws surrounding equality promotes respect for difference. Pupils learn how they can make a positive contribution through opportunities to research and vote for charities to support. They value the needs of animals as well as people through collecting food for a local dog shelter. Singing to the elderly at Christmas deepens pupils' understanding of the needs of the community and strengthens their identity within it. Pupils reflect upon the importance of caring for the world as they paint pebbles to illustrate the creation story. Although they engage in these projects with enthusiasm, pupils do not understand the way their personal actions can tackle injustice. This limits the way their sense of personal responsibility to others can bring about change. The commitment to training and development reflects the value placed upon the RE curriculum. Working in active collaboration with the diocese, leaders ensure that RE is up to date and relevant. Learning is made accessible through case studies focusing upon people and communities. This enhances pupils' understanding of how people live out their personal worldviews. Consequently, the curriculum helps to bring learning to life, enabling pupils to explore the impact of faith upon pupils' lives. It deepens pupils' understanding through the use of discussion, drama and the arts. Pupils are supported to explore big questions of theology and philosophy such as 'Does God exist?'. They learn that their opinions are valued in the safe environment of the classroom. This enhances their knowledge and understanding of a range of worldviews and religions, including Christianity.

Information

Address	Fen Road, Billinghay, Lincoln LN4 4HU		
Date	23 January 2025	URN	120515
Type of school	Voluntary Controlled	No. of pupils	143
Diocese	Lincoln		
Headteacher	Richard Allen		
Chair of Governors	Steve Atkinson		
Inspector	Helen Simms		