

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Billingham Church of England Primary School

Fen Road
Billinghay
Lincoln
LN4 4HU

Current SIAMS inspection grade	Good
Diocese	Lincoln
Previous SIAMS inspection grade	Good
Local authority	Lincolnshire
Date of inspection	8 February 2017
Date of last inspection	6 March 2012
Type of school and unique reference number	Voluntary Controlled 120515
Headteacher	Richard Allen
Inspector's name and number	Garth Hicks 901

School context

The school serves the village of Billingham and the surrounding rural area. It is smaller than the average size primary school, with 148 pupils on roll. The vast majority are from White British backgrounds. The proportion of pupils for whom the school receives additional support funding, called pupil premium, is above the national average and the proportion of pupils identified as requiring support for special educational needs is broadly in line with the national average. The headteacher has been in post for nine years.

The distinctiveness and effectiveness of Billingham Church of England Primary School as a Church of England school are good

- Relationships at all levels of the school community are embedded in the school's Christian ethos and the high standard of behaviour in the school reflects the school's Christian values.
- A set of core values, underpinned by Christian teaching, are central to the life of the whole school community.
- Collective worship makes a valuable contribution to the children's growing awareness of spirituality and how Christian values help them to lead better lives.
- The commitment of school staff to improving the distinctive Christian character of the school is evident as this continues to grow in all areas of the school's life.

Areas to improve

- To ensure that all stakeholders are actively involved in robust self-evaluation of the school as a church school and that this is integral to the whole school improvement plan.
- To include parents and the wider school community in the evaluation of collective worship to ensure that it effectively influences the lives of everyone involved in the life of the school.
- To ensure that children know that they are part of a national and worldwide movement of the Anglican tradition and what that means to them.

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

The impact of the school's distinctive Christian ethos is good because a set of twelve core values are underpinned by Christian teaching and make a difference to important aspects of the life of the school. Children have a good understanding that values help them in their relationships with others and know that being a good friend is something they ought to try their best to do. This understanding contributes to the positive school environment in which children show very good behaviour, are happy and feel safe and confident to share their views and opinions. This contributes to children's attendance which has improved and is now broadly in line with the national average.

The core values are becoming more firmly established in the children's learning as they are more clearly identified in curriculum planning and in opportunities for teachers to explore them as an integral part of their lessons. The school's values and reflection areas around school, provide good opportunities for children to express their thoughts and deepen their own spirituality.

The Christian character is particularly evident in relationships across the whole school, where everyone is cared for and valued as an individual and where 'every person matters' is lived out by all. This is a good example of the impact of values being embraced by the whole school community. Values also impact on the positive learning environment and high quality of care for children which is reflected in the outcomes of their learning, where progress and attainment are at least in line with national expectations.

Children recognise the importance of religious education in their lives and understand that it helps them to show an appreciation for others. They understand the need to be welcoming regardless of the background of other people. They know that the world has great diversity and that this should be respected. This in turn, impacts on the way that they treat others in the school community. They have regular opportunities to gain first hand experiences to develop their awareness and understanding of other faith communities. Religious education effectively supports both the teaching of, and learning about the school's Christian values. This is a result of well-planned lessons that challenge the children's thinking and explore the school's Christian values through Bible stories and within their daily lives.

The impact of collective worship on the school community is good

Acts of worship are good because they very effectively promote the core values and provide time for children and adults to appreciate how Bible teaching can be interpreted to live out values so that they have meaning in their own lives. Children are acquiring a mature grasp of the values and how they support them. For example, they say that 'perseverance encourages us to do better in our work' and 'we need to show respect like Adam and Eve did before they broke the rules'. The understanding of the Christian values enables children to explain why they nominate another child for showing a particular value within school.

Acts of worship provide time and space for children and adults to reflect on their thoughts and ideas about faith and belief which makes a positive impact on their spiritual development. Children and adults actively engage in worship, particularly through the enthusiastic singing of worship songs and prayer. Planning for collective worship is thorough and continually improving. However, regular formal monitoring is not used effectively enough to evaluate the impact of acts of worship on the wider school community. The children enjoy planning for and delivering worship based around the school values. Key events in the church year enhance the distinctively Christian worship programme, enabling the children to develop an understanding of Anglican tradition and practices at a local level. However, this understanding is not as secure at a national or worldwide level. Children have a good understanding of the Trinity and were clearly able to explain it as God the Father, Son and Holy Spirit. As one child expressed, 'There's God, like our dad, who is always there for us when we need him most, we just have to ask him, Jesus God's son and the Holy Spirit who guides us and protects us'.

There are opportunities for children to pray throughout the school day both in acts of worship and at other times. Opportunities to share written and spontaneous prayers in collective worship, help children articulate how prayer can be used in their own lives to say sorry, thank you or to ask for something for someone else.

The effectiveness of the leadership and management of the school as a church school is good

The strong leadership of the headteacher and RE and collective worship leader has ensured that the school has made good progress in developing its distinctive Christian character. The RE leader articulates and promotes a

Christian vision that puts the holistic wellbeing of every child at the heart of all that the school does and is fully supported by the headteacher and foundation governors. As one governor put it 'every person matters – we are here for everybody'. This enables Christian values and spirituality to make a positive difference to the lives of children.

Leadership and management are good because the headteacher and RE and collective worship leader have been successful in leading the whole school community in creating a Christian ethos that has meaning and purpose for everyone. It is an inclusive ethos based on biblical teaching. The headteacher is fully supported by his staff and governors in constantly working to raise standards in pupil achievement. However, formal procedures for monitoring and evaluating the impact of the distinctively Christian ethos are not fully embedded. In particular, the whole school improvement plan does not reflect the school's development of its Christian character. Consequently, there is limited strategic planning at governor level to develop the school as a church school as an integral aspect of whole school development.

Individual governors who work regularly in school to support collective worship and the teaching of RE appreciate how values and spirituality enhance experiences in the classroom. They clearly articulate how the Christian ethos makes a difference to the school's approach to relationships and behaviour. As a result of accurate self-evaluation by the headteacher and RE and collective worship leader, school leaders have a good understanding of how to continue to develop the school as a church school. Together with governors who actively support these areas, progress as a church school has accelerated and there is good capacity and enthusiasm to sustain this.

Links with local churches are strong. Local clergy and other members of churches make a valuable contribution to the life of the school through their commitment and support through worship and RE lessons. The use of the churches for key events in the church calendar, school plays and community focussed events are good examples of links between the two communities. These events are supported well by parents and the local community and therefore ensure a 'community spirit' between the school, the churches and the local community. A weekly prayer meeting is held each week at the school. The school community appreciates this and knows that it is regularly supported by prayer from the local churches.

The school has benefitted from support from the diocese which is helping to support leaders in the continuing development as a church school. Professional development of staff and governors ensures that they are up to date with the latest developments in supporting the teaching and assessment of RE.

The school meets the statutory requirements for RE and collective worship.

SIAMS report February 2017 Billingham Church of England Primary School, Billingham, LN4 4HU