

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

### Bourn CofE Primary Academy

<b>Address</b>	Riddy Lane, Bourn, Cambridge CB23 2SP		
<b>Date of inspection</b>	01 October 2019	<b>Status of school</b>	Primary academy inspected as VC
<b>Diocese</b>	Ely	<b>URN</b>	137626

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
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>	<b>Good</b>

#### School context

Bourn is a primary academy with 207 pupils on roll. Whilst the majority of pupils are of White British heritage, almost 30% are from a range of ethnic groups. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. There have recently been significant staffing changes, including the headteacher. Governance and Church support have been stable.

#### The school's Christian vision

*hope, courage, justice, forgiveness, friendship*

Bourn is a school filled with hope. We steadfastly believe each individual is capable of great things. We work together in friendship, challenging ourselves and each other to be the best we can be. We aim for 'life in all its fullness', striving to make the world a better place.

#### Key findings

- The Christian theology underpinning the vision is clearly and confidently articulated by governors and staff. A strong sense of purpose drives policy and practice, promoting a positive, aspirational culture.
- Christian values are deeply embedded in school life. All pupils know what they are and how they are demonstrated, although many do not connect them to the Bible stories they regularly hear.
- The curriculum and the school's wider activities reflect the vision and embrace the values. Religious education (RE) plays a significant role in reinforcing the values and allowing pupils to explore Christian concepts. However, the RE leader has insufficient time to review the curriculum and monitor consistency of quality and provision.
- Collective worship is engaging and reflective. Pupils enjoy the roles they have but are not given regular opportunities to take a lead.
- Policy and practice take wellbeing into account, effectively supporting pupils and adults. This enables all to flourish.

#### Areas for development

- Give the RE leader dedicated time to develop the subject. Ensure that all staff are trained and supported to deliver it to a high standard.
- Explore the core values in explicitly biblical terms so that pupils can trace their roots to the teaching of Jesus.
- Investigate ways to equip worship leaders, including pupils, so that worship continues to develop and becomes an exemplar for others.

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**

With careful reference to Church of England policies and guidance, governors and staff have explored the Christian purpose of the school. They have a sound theological understanding of their vision and the associated core values in the context of their community. As a result, strategic decisions are firmly focused on 'life in all its fullness' and the values of hope, justice, friendship, courage and forgiveness are woven through all policies and practice. Because they have been widely discussed and are expressed in a range of clear and accessible formats, pupils and their families can engage with and respond to these values. Consistent reinforcement within and beyond the classroom has ensured that pupils have an excellent understanding of what the values mean and how they are important and relevant to them, their community and the wider world. Collective worship follows a consistent structure which includes a time for reflection on the values. Pupils enjoy carefully chosen Bible stories. However, despite their good biblical knowledge, pupils do not connect the Bible with the school values. The impact of the vision and values is assessed regularly by governors and discussed at board meetings, but this is not always accompanied by written notes from visits.

Teaching and learning are becoming increasingly focused on delivering the vision and providing high quality opportunities for reflection on the values. Staff are 'on a journey', constantly seeking to improve provision. Focus is on the progress of the individual, which goes beyond the academic. Creativity in the curriculum and a raft of extra-curricular activities cater for all interests and abilities. Music, for example, is a strength; every child learns an instrument and there is an excellent choir. Many who excel are regular performers but there are also groups who sing just for fun. Religious education (RE) is a popular subject for pupils, who enjoy discussing 'big questions' related to the school's values and getting to grips with core Christian concepts. Creative approaches pioneered in RE are beginning to impact on other curriculum areas and links between subjects are developing. Governors know their school well. Good procedures are in place for monitoring progress in teaching and learning, although not yet in RE.

Pupils flourish at Bourn. The clear message that 'everyone is capable of great things' shines through. Staff consistently use the values vocabulary; hope, so that pupils always feel that they can achieve more, and courage, which motivates them to persevere. Pupils understand the value of friendship in its Christian context and apply it to their learning, working collaboratively to help each other to do well. Regular pupil progress meetings ensure that every pupil has the support they need to be the best they can be. As a result, academic outcomes are consistently good for all groups, including the most vulnerable. Out of class relationships are excellent and pupils take responsibility for the wellbeing of themselves and others. A secure understanding of forgiveness and reconciliation ensures that conflict is kept to a minimum. Pupils are confident and articulate. They are encouraged to show leadership and make good decisions for themselves and others. Pupil leadership roles are meaningful, allowing all ages to contribute to school improvement. Pupils join the vicar and collective worship coordinator for the termly planning meeting and are also actively involved in some elements of delivering worship, which they very much enjoy. They are keen to be even more involved, especially in preparing content. Worship has a big impact on them; pupils learn to 'make the right choices' and appreciate time 'to be calm and think about God'.

During a period of significant staff turnover, the Church has maintained its constant and significant role in supporting and developing the school's distinctive Christian identity. Governors, too, have been consistently focused on the school's Christian foundation. The new headteacher has promoted a strongly collaborative approach which has been embraced by staff and governors. Teamwork and partnerships exemplify the vision, celebrating different strengths in creating a glorious whole. This, together with initiatives to reduce workloads, has had a positive impact on wellbeing. Mutual support and collective responsibility are enabling staff to expand their horizons, benefitting themselves and those they teach. The school is outward-looking. It works with other schools via local network meetings and engages with the diocese for both events and training. Recent initiatives are extending partnerships on an international scale. Support staff feel valued as professionals and say that their opinions matter. Pupils, too, are engaged in partnership activities. They exercise their collaboration skills and grow in confidence as house captains, eco committee members and on the school council.

As a school 'filled with hope', Bourn is a place where all can flourish. Vulnerable pupils and families benefit from

tailored support from specialist staff. The headteacher goes to great lengths to avoid any exclusions. Families from different backgrounds are welcomed and cultures are celebrated. Pupils bring personal faith experiences to RE lessons; beliefs are respected and contributions valued. Friday celebrations are very popular, where attainment of all kinds is celebrated. More important to pupils, however, is the recognition given to effort, progress, and kindness to others, giving every pupil the opportunity to feel special. Pupils are encouraged to act upon the values of justice and friendship in their own relationships. They understand compassion in the context of the school vision and values. Their exploration of inspirational people has given them some understanding of making difficult moral choices and this is beginning to emerge through the eco council and in discussions around which charities to support.

Leaders and managers have prioritised training to empower staff and support their wellbeing. This has resulted in a happy staff team and good outcomes for pupils. The RE leader is knowledgeable and dedicated. She has had some training and supports other staff well but lacks the time to refine the curriculum, monitor standards or identify training needs. The vicar benefitted from collective worship training some years ago, but nothing has been provided for clergy, staff or pupils in recent times.

This is a reflective school. Staff and pupils listen to each other. Through worship they learn to be still, to think, to pray. The environment encourages contemplation as well as action. Hope for every individual as a unique child of God shines through.

Headteacher	Laura Latham
Inspector's name and number	Gill Hipwell 480