



National Society Statutory Inspection of Anglican and Methodist Schools Report

West Butterwick Church of England Primary School

School Lane
West Butterwick
Scunthorpe
DN17 3LB

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Lincoln

Local authority: North Lincolnshire
Date of inspection: 18 March 2016
Date of last inspection: January 2011
School's unique reference number: 118018
Headteacher: Josephine Buckle
Inspector's name and number: Patricia Ruff 537

School context

West Butterwick is a small rural school of 48 pupils near Scunthorpe with the majority of pupils coming from the village. The school federated with a neighbouring church aided school in 2006 to form Trentside Federation and share the headteacher. The headteacher is currently deployed by the local authority to support another local church school. All pupils speak English as their first language. The proportion of pupils eligible for free school meals is average. As is the proportion of pupils with special education needs and/or disabilities.

The distinctiveness and effectiveness of West Butterwick Church of England Primary School as a Church of England school are outstanding

- The headteacher, supported and challenged by governors, is key to ensuring the school maintains its focus on providing high quality provision for all learners set in context of a strong Christian ethos.
- Nurture and well-being of all members of the school, including staff, enables individuals to flourish in this Christian community.
- Outstanding subject leadership of collective worship and religious education (RE) ensures all learners develop knowledge of the narrative of the Bible, Jesus the person and his teachings.

Areas to improve

- In collective worship deepen learners' understanding of Christian theological concepts and beliefs.
- Fully embed first-hand experience of diverse communities to enhance learners' cultural development.

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

The school, through its distinctive Christian character, meets the needs of all learners exceptionally well. It has a commitment to developing the whole child through strong academic guidance. Additionally a high level of nurture and support underpins all its work. The strong leadership of the headteacher is supported well by leaders at all levels. Together, they ensure the school maintains its focus on learning and as a result enabling each child to reach or exceed their potential. This is reflected in the school's mission statement and values which drive the work of the school. Regular review of the work of the school with all stakeholders contributes significantly to a sense of belonging and ownership. The values of friendship, forgiveness, fairness and equality, thankfulness, trust, hope, respect and peace underpin the life of the school. All groups of learners, including those with special educational needs, achieve well in this highly inclusive school. Learners enjoy coming to school where they are recognised for their individual talents and interests. As a consequence attitudes to learning and attendance are outstanding. Learners are able to talk about their work with pride and are encouraged to, 'be the best they can be'. Parents and carers embrace the school's aims and values which are lived out through day to day actions ensuring, 'every day is a fresh start'. Parents speak highly of the school feeling able to contribute in a variety of ways. They have a good understanding of the breadth of experiences learners have to support their spiritual development. Parents describe the school as an extension of family where 'little things matter'. One parent, recently joining the school said, 'Never before has my child felt cherished'. Learners too are able to confidently express how they feel valued as individuals and explore their growing understanding of difference and diversity. They enjoy meeting children from other faith backgrounds acknowledging their differences in faith but also recognising similarities in many aspects of their daily lives. Learners are able to reflect on these experiences and make links to school values notably those of respect, equality, trust and friendship. RE enjoys a high profile and significantly contributes to the distinctive Christian character of the school. There is a good level of challenge and all learners demonstrate a sense of pride and enjoyment in their work when sharing it with each other. Responses are of a consistently high quality and standard which in turn makes a significant contribution to the spiritual, moral, social and cultural (SMSC) development of all learners.

The impact of collective worship on the school community is outstanding

Collective worship is greatly valued by all members of the school community who readily participate. Clergy, staff and the Bishop's Visitor lead worship providing a rich and meaningful experience for those present. Learners of all ages are able to share their thoughts and reflections through carefully planned acts of worship which follow the church year. Consequently learners have a good understanding of major Christian festivals and associated symbolism. Worship makes a significant contribution to spiritual development and to understanding of the purpose of prayer. Themes enable learners to have a good knowledge and understanding of Jesus Christ and his teachings. This is achieved through the sharing of significant stories from the Bible and through links made to core values and learners' own experiences. Collective worship enables participants to develop a good understanding of God as Father, Son and Holy Spirit. Learners are less secure with other theological Christian concepts such as Pentecost and Incarnation. Leaders of worship skilfully use questions to engage learners of all ages and to support reflection and deepen thinking. Collective worship is enhanced through an increased range of experiences extending into the school day. This includes the recently formed discussion group for learners in upper Key Stage 2 which enable them to explore concepts at greater depth. Through a well-established relationship with the parish church and school services held there, learners deepen their understanding of Anglican belief and practice including the Eucharist. Families and members of the local community regularly join together with the school for the termly Lighting the Candle Service. This is planned and led by the pupil worship leaders. Regular monitoring and evaluation of collective worship includes contributions by all stakeholders. Results confirm the strong impact made on the school community and on how members of the school relate to each other. Collective worship and RE

enable learners to make links between Christian values and Biblical teaching. They also aid an understanding of other major world faiths in relation to beliefs, practices and value-systems. This is strengthened by the developing partnership with a multi-faith school in Scunthorpe which is equally beneficial to both school communities.

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

The relentless focus on school improvement ensures all stakeholders contribute to the school's evaluation of its work. Pupil voice features strongly in this process and as a result learners of all ages are proud of their school and what it represents. They clearly voice their views on how well everyone gets along and how differences are sorted out and bullying is not tolerated. Strong leadership, at all levels, has resulted in a shared articulation of the vision for the school rooted in its distinctive Christian values. A focus on distributed middle leadership has secured good quality provision for learners in the school and across the federation. High quality teaching and learning in RE is a result of strong leadership. Good support from the diocesan education team including RE subject leader cluster meetings has been instrumental in ensuring the development of effective, enquiry-based learning. Provision for pupils' SMSC development is a strength of the school. Growing partnerships with a number of schools and other faith communities are enriching pupils' cultural development. The school recognises a need to strengthen the impact of this work. Forward thinking leadership is mindful of the need to address the well-being of staff as well as learners. A well-established learning and development mentor skilfully supports vulnerable learners enabling them to feel valued and flourish. Leadership and expertise, including governance, shared across the federation is having a positive impact on learners and staff who demonstrate a high level of commitment to both schools within the federation. Governors' moral purpose, ensures time is invested in supporting and developing staff including those recently appointed and newly qualified. Training also addresses future leadership of church schools. Support staff, across the school, make a very positive impact to the life of the school both during lesson time and social times including lunchtime. Clearly learners value the support and nurture received from all members of the school team who say they enjoy working at the school. Parents engage well with the school and know their views are listened to. Partnerships with the parish church and diocese add much to the life of the school. These together with links with national and global communities through charities are a strength of the school. During participation in Sport Relief learners reflect on the impact their contribution made to others and to empathise with the challenges faced in other countries. All areas from the last inspection have been addressed.

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