

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

## Great Budworth Church of England Voluntary Aided Primary School

### Vision

Our historic schools are nestled in the Cheshire countryside, founded upon the principles of the Church of England to serve the community, with Christian values at the heart of all we do. We offer pupils a caring, nurturing environment, where we endeavour to inspire and develop each unique child to reach their full potential, encouraging faith, hope and love of God. Our diverse and creative curriculum ensures a love of the world around us, a love of learning and a love of one another.

‘Love one another, as I have loved you.’ John 13:34

### Strengths

- The Biblically rooted Christian Vision is driven by solid Christian leadership. As a result, pupils and adults are empowered to flourish in a welcoming, inclusive and loving Christian environment
- Partnerships with the local church are pivotal in fostering the spiritual development of pupils and adults. This relationship enhances the community's commitment to ‘Love one another as I have loved you.’
- Collective worship provides a meaningful range of experiences that are engaging, joyful, and inspirational. It enriches the spiritual lives of both pupils and adults.
- The nurturing Christian environment fosters a culture where pupils and adults feel secure, valued, and trusted, enabling them to thrive.
- The leadership of religious education (RE) is vibrant and robust. The curriculum is well resourced, diverse and inspirational, catering to the needs of the pupils. It has a significant impact that goes well beyond the classroom.

### Development Points

- Develop robust systems for governors to monitor the impact of the Christian vision in supporting the school's Christian distinctiveness.



## Inspection Findings

At Great Budworth, the leaders are dedicated to effectively communicating the Christian vision through the Christian values of faith, hope, and love. Both pupils and adults embrace these Christian values, which are evident in the daily lives of the community. Christian leadership creates a caring and nurturing environment where individuals feel valued and cherished. This sense of community is a lived reality where everyone feels connected and involved. Leaders are supported in ensuring that Christian values are integrated throughout the school. Their commitment to the vision and values creates a safe and compassionate environment. This empowers them to initiate change and address the challenges within the school's specific circumstances. As a result, pupils receive tailored, spiritually grounded learning experiences from skilled and empathetic staff. The dedicated team provide a supportive environment, acknowledging each pupil's unique value as a child of God. This steadfastness offers security and assurance, allowing pupils to demonstrate a happy curiosity and confidence in their learning. One staff member shared that they have improved as a Christian leader due to the school's ethos and values. As such, pupils and adults flourish.

Robust Christian leadership ensures that the Christian vision and values guide curriculum planning to meet the pupils' needs. They integrate spiritual principles and practices throughout the curriculum, significantly enriching the overall educational experience for the pupils. The curriculum is reviewed and customised to be progressive and relevant within the school context. Devoted support is provided for pupils deemed to be vulnerable. Parents believe this leads to increased confidence in learning and social development. To enrich their spiritual journey, pupils are offered a range of activities, including outdoor learning experiences. Engaging in these tasks cultivates a sense of independence, enhances communication skills, and boosts self-esteem. This helps the pupils become more aware of themselves and better understand the world around them. It supports their personal spiritual growth. All lessons and extra-curricular activities intentionally include the school's Christian values. Teachers purposefully monitor the demonstration of values to reward during the weekly celebration worship.

Collective worship is an integral and vibrant part of school life. It is a special time that both adults and pupils value. It sets the tone for the school day, promoting a strong sense of community and supporting spiritual development. It reiterates the Christian vision and values and allows a time for celebration, reflection, and fellowship. Worship involves coming together, exchanging Christian greetings, reflection time and prayers. The pupils leave purposefully with an activity. For example, reflecting on the wonder of God's creation and then hanging their thoughts on the prayer tree in class. One pupil said that worship made her feel loved and warm, especially when the candles were lit to begin worship. Another commented that he feels 'awesome' when he leaves collective worship, adding that it makes the school special. The decision to schedule it at the beginning of the day was made to accommodate more participants. As a result, every Friday, parents enjoy sharing in collective worship with their children, feeling included and valued. The local church is integral to the school community, positively impacting pupils' and adults' spiritual growth. Church leaders consistently take advantage of their partnership with the school to exhibit God's eternal love. This provides opportunities and support for the pupils to recognise their worth as cherished children of God. The church and school community come together to celebrate Christian festivals in the church. This fosters solid partnerships and spiritual development. Pupils express genuine joy and enthusiasm when sharing their experiences at the church. This has encouraged some parents to explore the church for themselves. They commented that their children's experiences at school and church have sparked meaningful and spiritual discussions at home.

Compassionate leadership cultivates a respectful educational environment based on the Christian vision. Leaders assist pupils in developing resilience to navigate life's challenges effectively. Staff are adept at addressing pupils' emotional needs. As a result, pupils are happy, eager to learn, and self-assured. They exhibit



considerate behaviour and appropriate conduct during playtime and lessons, showing compassion and care for one another. Staff and parents firmly believe that the Christian ethos influences these actions in school and the community. For example, a pupil's visit to a children's ward inspired her to raise funds and purchase toys for children at a local hospital. Staff expressed that Great Budworth is a special and unique school. As a result, they feel supported and valued. The Christian love and compassion shown in school significantly improve their mental health and wellbeing. Deeply embedded in the school's Christian vision and biblical verse, leaders promote strong trust within the school community. This creates a safe space for individuals to express themselves and feel comfortable sharing their thoughts and feelings.

Dedicated leadership promotes a culture that encourages pupils to take on bolder responsibilities and confidently live out Jesus' teaching. Pupils use Christian values to think about their actions. They willingly volunteer to participate in school and community projects. For example, assisting in creating a reflection and prayer garden with the Friends of the School during the summer break. One pupil mentioned that because of the school's small size, they can have many roles and responsibilities. This is something that gives her joy and fills her heart with a deep sense of pride and satisfaction. The pupils think about what they have learned in school and transform it into positive and caring actions. A parent commented that her daughter regularly asks how she can respond in actions to what she has learnt at school. For example, during Covid, as a direct response to 'loving others as I have loved you', she posted tea bags and biscuits to her neighbours. These actions embody the school's vision and are celebrated during collective worship. Pupils established a small eco committee to develop their impact on the local and global community. It is in the early stages, but they are committed to making a difference in God's creation, no matter how small.

RE is a pillar of the school's curriculum. It effectively meets the expectations of a Church school. Leaders emphasise the importance of RE as a fundamental component of the curriculum. This year, teachers and pupils began exploring a new syllabus, carefully designed and aligned with the school's Christian vision. It includes diverse materials encouraging pupils to look beyond themselves, their community, and their culture. The curriculum challenges them to contemplate deep questions and reflect on their place in the world. Pupils enjoy RE and confidently demonstrate their understanding of complex concepts. Parents commented that it is the subject that their children are most likely to talk about enthusiastically.

RE is delivered effectively by employing a well-structured and stimulating approach. Pupils are engaged and focused during the lessons. Their books and learning interactions demonstrate their progress. Governors work alongside school leaders to monitor provision and pupil progress. The RE lead is given the time and support to monitor the teaching and learning of RE effectively. This informs future curriculum enhancements and professional development for the staff. RE is a vital part of the school curriculum and significantly influences pupils' learning experiences and spiritual growth.

## Information

Address	31 School Lane, Great Budworth, Northwich CW9 6HQ		
Date	1 October 2024	URN	11248
Type of school	Maintained Voluntary Aided	No. of pupils	21
Diocese	Chester		
Federation	Antrobus St Mark's and Great Budworth Church of England Primary School		
Headteacher	Rhian Perry (executive headteacher), Rachel Corradine (Head of School)		
Chair of Governors	Lisa Rigby		
Inspector	Andrea Penketh		