

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Boddington Church of England Academy	
Church Road, Upper Boddington, Daventry, Northamptonshire, NN11 6DL	
Current SIAMS inspection grade	Good
Diocese	Peterborough
Previous SIAS inspection grade	Good
Date of academy conversion	1 September 2013
Name of multi-academy trust	South Northamptonshire Church of England Multi Academy Trust
Date of inspection	28 June 2017
Date of last inspection	3 May 2012
Type of school and unique reference number	Primary academy 140056
Headteacher	Oliver Johnson
Inspector's name and number	Carolyn Gleeson
Quality assurance: name of assessor and inspector number	Jo Fageant 104

School Context

This is a smaller than average primary with school with small cohorts. The majority of children are White British. The number of children with a special educational need or disability is similar to national average (13.2%). The school population is less stable than most primary schools. There has been a change in headteacher (April 2016) since the last SIAS but not since the last Ofsted. The school federated with Culworth (2012) and both have the same headteacher and governing body and are part of a local MAT (South Northants Church of England Multi Academy Trust). The school converted to an academy in 2013.

The distinctiveness and effectiveness of Boddington CE Academy as a Church of England school are good

- The senior leaders and governors of the school are keen to move forward as a church school, continually developing and improving. Progress has been swift since the appointment of the new headteacher.
- Attitudes to learning are good and are linked by the whole school community to the Christian character and values of the school.
- Collective worship plays an important part in school life and positively influences relationships and behaviour.

Areas to improve

- Share the school's definition of spirituality with all its stakeholders. Develop a practical expression of this in the learning environment and the curriculum as a whole to enable pupils to explore their spirituality more deeply.
- Make full use of the children's eagerness to take an active part in both planning and leading collective worship in order to enhance their understanding of the meaning and relevance of worship and reflection in their lives.
- Clarify and share the distinctively Christian values and make them more explicit both on the website and other school documents (such as relevant policies). This will ensure that everyone is fully aware of the Christian ethos and distinctiveness of the school.

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

Prominent displays about the distinctive Christian values, related to Biblical texts and artefacts make clear the school's Christian foundation. Using these constant reminders children link values with Bible stories and their own behaviour. Each class has a reflection area, which the children can access throughout the school day. Using these reflection areas, which have been created by both adults and children in the school, the children say they are inspired to try their best. This was understood by one Year 6 pupil to mean, 'as Jesus would want us to'. Not all parents are fully aware of all the Christian values the school has chosen but they appreciate highly the sense of wellbeing and calm the values have on their children. The Christian ethos of the school clearly aims to develop the uniqueness of each and every child. Everyone in the school community can articulate the positive impact that the values have on spiritual, moral and cultural development of the children. This is evidenced in the way they treat each other, their attendance and their attitudes to learning. Data shows that overall progress is good across the school and support to learners is given where needed. Whilst the distinctive Christian values have had a clear impact on the Christian ethos, they are not yet fully embedded into the daily life of the school. The school has an agreed definition of spirituality. However, this is not applied to planning for all areas of the curriculum in ways that create opportunities for learners to confidently express their own views. They do identify some links between worship and religious education (RE) that enable them to explore their spirituality. Through the RE teaching, the children can explain the multi-cultural nature of the Christian faith, as well as other world faiths. Children talk positively about their enjoyment and learning in RE lessons. They show a desire to understand how faith shapes people's attitudes to each other and how members of diverse cultures can live side by side in harmony. Through the Christian ethos of the school, the children realise that they can support others through activities and fundraising. The children reflect on the Christian faith, teaching them to treat others as they would like to be treated.

The impact of collective worship on the school community is good

The school has developed collective worship so that it plays an important part in the daily life of both children and staff. The children often talk to their parents about how they participate in worship in school and enjoy the sense of calm it brings to them. Children know the Lord's Prayer and their own prayers are collated in class books, which evidence the reflective nature of the school. These prayers demonstrate learners' understanding of the importance of Jesus to them as a friend, who listens and supports them. Through the use of the 'Roots and Fruits' themes, the Christian values are linked to Bible stories. The children consider these and how they are relevant to their daily lives as demonstrated in their notes on the reflection trees around the school. The clergy (both Anglican and Methodist) and lay readers, enrich the experience of worship through their contributions to its planning. The children enjoy the experience of setting out the hall as a sacred place with an altar, candles and Bible. They are excited to be involved in acting out Bible stories, such as Paul's journey from Antioch. The children talk about stories they have heard, for example, The Good Samaritan and Daniel in the Lion's Den. The themes used engage the children and somewhat support their spiritual and moral development. A focus from the last inspection was for children to take a more active part in the 'implementation' of collective worship and also in the planning of it but, as yet, they have not been involved at the planning stage. The children can talk about their understanding of the concept of the Trinity some remembering Reverend Stevie linking it to being like a family unit. They also see it through the lighting of candles, representing God the Father, Son and Holy Spirit. Recent work has focussed on the liturgical calendar and coloured altar cloths are used. The children are able to talk a little about the different seasons of the Church's year such as Advent and Lent. Links with St John the Baptist Church in the village are good and the children clearly enjoy attending services there, as they can remember and talk with enthusiasm about these occasions. They recognise that through attending church their understanding of the Christian faith is strengthened and it also enriches their experience of Anglican traditions. The positive impact of worship is evident in the good behaviour, attitudes to learning and relationships of everyone in the school. Whilst there is currently not a formal system of governor monitoring of collective worship, the leaders have identified this and are making progress with it.

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

The school's Christian values are very positively promoted within the school and are used to inform collective worship, RE and the whole curriculum. These have a clear impact on the children's attitudes to behaviour, learning and the way they value each other. The headteacher, governors and leaders of the South Northamptonshire Church of England Multi Academy Trust (SNCEMAT) have a good understanding of the school's performance through effective self-evaluations. The schools within the SNCEMAT are very supportive of each other, providing joint training for staff as well as effective challenge of performance. Opportunities within the wider community allow the children to share experiences such as visiting different prayer spaces in other schools. Development of the school's Christian distinctiveness has had a positive impact on the improving attainment and progress. Through reflection on

the meaning of the chosen Christian values, the children are inspired to try their best at all times. Leaders build awareness of the wider community and as a result children identify fundraising opportunities to support charities both locally and nationally. The new headteacher currently takes the lead with collective worship and since his appointment is clearly emphasising the importance of worship for the children's understanding of Biblical teachings and Anglican traditions. He actively seeks advice from the clergy and diocesan advisor and is raising the profile of collective worship for everyone within the school. A new RE leader has been appointed and the headteacher is providing her with valuable support in her new role. Leaders are developing a clear evaluation system for collective worship as well as an assessment system for RE, involving children, staff and governors. The views of parents and children are sought in measuring the impact of collective worship and RE on the daily life of the school. Statutory requirements for both collective worship and RE are met. The leaders are cultivating a caring, nurturing environment within the school, with clear links to the distinctive Christian ethos. The governors offer support and challenge, to both staff and children, in the continuing furtherance of the school as a church school.

SIAMS report 28 June 2017 Boddington CE Academy Church Road Daventry Northamptonshire, NN11 6DL