

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bilton Church of England Junior School			
Address	Plantagenet Drive, Rugby, Warwickshire, CV22 6LB		
Date of inspection	29 January 2020	Status of school	Voluntary controlled primary
Diocese	Coventry	URN	125682

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Good

School context

Bilton Church of England Junior School is a junior school with 419 pupils on roll. The majority of pupils are of White British heritage. Few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. Class sizes are larger than average. The school is joining a formal federation of local schools.

The school's Christian vision

Children and staff know they are safe, loved and cared for as God's children and 'we love one another as Christ first loved us.' Jesus said, 'I have come that you may have life in all its fullness' (John 10:10). 'Our commission is to be lights to the world'.

Key findings

- Leaders articulate a long held, deeply Christian vision of inclusion and uniqueness. Rooted in scripture, it inspires service and stewardship for the common good. It infuses every aspect of provision, driven by ambition for everyone to flourish as a child of God. The vision is not consistently expressed in school documentation and on the website.
- Character development is the core of the rich curriculum, that facilitates academic progress and nourishes spiritual development. The 'No outsiders' philosophy shines out. All forms of difference and diversity in and beyond the school are treasured.
- Biblically based Christian values are lived by everyone. Forgiveness and reconciliation underpin behaviour and relationships. The harmony in the community is overwhelming. 'Fullness of life' for adults is not overlooked. They are always 'watched over with love', and therefore, highly effective for their pupils.
- Collective worship gives biblical context to the values. Partnerships with local churches and Christian organisations enable pupils to enjoy worship in different forms. Pupil leadership is recently developed. Collective prayer occurs but few opportunities invite pupils to personal stillness or prayerfulness.
- Religious education (RE) contributes deliberately to the Christian vision of welcome and inclusion. Pupils love learning about faiths and viewpoints so that they understand their neighbours and respect their beliefs.

Areas for development

- Express the biblical and theological ideas of the Christian vision more consistently to ensure that the Christian distinctiveness drives forwards the development of the school within the next phase of its journey.
- Improve opportunities for pupils to pray, reflect and have spiritual and mindful moments in and around the school site so that worship overflows into its daily life.
- Embed the role of pupils in planning, leading and evaluating worship, so that all pupils value worship more fully as the spiritual heartbeat of the school.

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

The Christian vision of inclusion, valuing everyone as a child of God, holistically infuses and shapes the school's work. It takes full account of its context and community. The dedicated headteacher's Christian calling is tangible and inspires 'above and beyond', innovative provision. Governors monitor the impact of the school's vision through regular visits and discussions. This enables them to be confident that the Christian vision is 'built in, not bolted on'. This is borne out by deep understanding of uniqueness, forgiveness, reconciliation, self-worth and diversity. Leaders ensure that the school's Christian foundation is at the centre of its strategic planning. Stewardship of the school's resources considers school, local and global factors. They are used generously to transform the lives of those facing challenges through exceptional pastoral care and personalised support.

Pupils progress well in their learning achieving standards that align with the national picture. Leaders take incisive and innovative action to accelerate progress where it is needed. This school cherishes everyone, especially those who are challenged or vulnerable, just as Jesus did. Careful consideration of research has led to exemplary support to remove barriers to learning so that pupils thrive and learn exceptionally well. In keeping with the vision of following Jesus' teaching, staff show love to the pupils and set high aspirations, expecting fullness of life for them all. 'Ambitious Future' meetings and other leading-edge strategies, ensure that vulnerable pupils make progress similar to their peers. This is always a priority.

The curriculum has been carefully crafted to stimulate hope and ambition for everyone. It raises big questions relating to the wider world and its people. Spiritual themes are woven through. As a result, pupils talk passionately about exploitation of the world and their responsibilities as its curators. The curriculum is enriched by contributions from and encounters with all kinds of people. These include those with disabilities or living with dementia. Consequently, pupils champion dignity for all. They explain, 'we are all equal in Father God's eyes.' Pupils apply the 'No outsiders' philosophy consistently in their consideration of one another and their local neighbours. This is evident in the exceptionally positive relationships in school. There are many practical acts of love and compassion towards relevant causes, including globally, for example, toilet twinning and shoe sharing. These show that this is a community of service, reaching out, doing 'all the good it can'. At the same time, the mental health and wellbeing of everyone in school is a priority. Everyone feels that they are supported and 'watched over with love'.

The school is rightly proud of its designation as an International Cross of Nails (ICON) community. Forgiveness and reconciliation are understood by everyone through biblical teaching. The 'Think and Repair' approach ensures that any disagreements are positively resolved, and that behaviour is exemplary. It is a beacon of good practice for other schools. Pupils are impressively considerate of contradictory convictions. They are naturally curious about the beliefs and views of their peers and neighbours. Successfully eradicating historically high exclusion rates further demonstrates leaders' unswerving commitment to inclusive practice, whenever possible.

The school has formed pertinent, purposeful partnerships to support its work and to reach out to others. Shortly to join a federation of schools, deep attention has been given to bringing cohesion to the educational provision locally. Leaders, in partnership with the diocese, have considered how the school's Christian character can be sustained and its influence shared. There is already a strong culture of sharing good practice with others in and beyond the locality. Partnership with the parish church, other churches and Christian organisations grounds the mission of the school. Regular training with the diocese ensures that its work as a church school is always improving. Church school leaders of the future are actively nurtured through training and mentoring.

Well led collective worship is biblically based. It invites everyone to understand the Christian values at the heart of the school. Pupils appreciate that biblical teaching inspires their life choices, behaviour and actions towards each other and the world. They express that everything Jesus was and did, 'lifts the values off the wall and helps [them] to put them into practice'. 'Take back' thoughts allow pupils to return to them during the day and see themselves as 'lights in the world'. The active involvement of the incumbent and others ensures that pupils encounter worship in its different forms. Worship has an Anglican structure and pupils are invited to participate in greetings. These contribute to pupils' age appropriate understanding of the Christian belief in the trinitarian nature of God. They love 'Wild Worship' when they sing lively, active songs. Services in church enable pupils to appreciate the rhythm of the church calendar and to celebrate important times. Known prayers are regularly used and volunteer pupil worship leaders write prayers too. They view their roles as service. Pupil leadership, planning and evaluation of worship is at an early stage of development. Prayerfulness is evident in worship and at set times of the day. A group of praying parents intercede for the school each week. Spaces for prayer and

reflection within school and around the site are underdeveloped. Consequently, there are some missed opportunities for spiritual development. Effective training is accessed and given to all involved in leading collective worship, refining practice and indicating worships' importance in the school community.

The RE leader is experienced and passionate with a pertinent academic background. The subject is prioritised in training and resources. An enquiry-based curriculum secures firm understanding of how the Christian narrative fits together and the core theological ideas it portrays. Pupils express their learning in thoughtful, creative ways. Manageable assessment processes show good achievement and informs next steps. Individual learning needs are taken into account. RE intentionally enables pupils to discuss and debate in depth. They are fascinated by and extremely respectful of alternative views. Excellent use is made of the beliefs of pupils. They joyfully and proudly share their faith traditions and practices with their teachers and peers.

Bilton Junior school shines very brightly as a church school. Its commission to 'be lights to the world' radiates through every aspect of its ethos and provision. As a result, this is a community where 'fullness of life' for everyone has the highest priority and where everyone, on a daily basis, is embraced as part of this Christian school family.

Headteacher	Alexandra Norton
Inspector's name and number	Jane Martin 646