

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Blyton cum Laughton Church of England Primary School

Vision

"I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you." - Psalm 32:8

At Blyton cum Laughton Church of England Primary School, our Christian vision aspires for all members of the school family to 'be happy, to care and to achieve' through our teaching, our learning and our counsel, by:

- being a figure of faith, following in the footsteps of Christ through communication, prayer and friendship
- taking the lead to be the best trusted version of ourselves
- being courageous when faced with or exploring challenge and adversity
- being thankful for our innovative and imaginative problem solving
- being compassionate and caring global citizens
- providing hope through our creations

Blyton cum Laughton Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Leaders foster a loving, Christian-centred culture where both pupils and adults are supported to be their best, embodying care and achievement. Consequently, this is an environment where individuals feel valued, respected and able to flourish.
- Collective worship is inclusive and thoughtfully planned. Pupils and adults cherish these calm and peaceful moments which strengthen their spiritual growth and opportunities for reflection and prayer.
- Pupils who have special educational needs (SEND) and those who are considered vulnerable are welcomed and cared for as the unique individuals that they are. Consequently, this is a school which is highly inclusive and committed to compassion.
- Pupils have a powerful sense of responsibility to themselves, each other and the world, showing respect and kindness in their actions. This builds a community where pupils feel empowered to make decisions and take on leadership roles.
- Religious education (RE) is well planned and sequenced. Pupils are therefore supported and challenged to engage in learning about a range of religions and worldviews, including Christianity.

Development Points

- Develop an effective assessment system in RE, so that teachers can gauge how well pupils are accessing the curriculum and pupils understand how they can make progress.
- Embed a secure and shared language of spirituality across all areas of school life. This is to enhance opportunities for spiritual flourishing across the whole curriculum.



Inspection Findings

Blyton cum Laughton Church of England Primary School radiates joy and vibrancy, embodying its Christian vision in each part of school life. Walls are adorned with proudly displayed art work and pupil achievements. It is clear for all to see how much pupils are treasured and celebrated. The Christian vision underpins decision-making at every level, fostering a culture of respect and care. The warm, nurturing environment ensures that pupils, staff, and families feel valued. Staff demonstrate a high level of dedication, acting as role models of mutual trust and kindness. Their enthusiasm and professionalism reflect a deep commitment to the school's ethos. Governors are integral to this success, maintaining a clear understanding of the vision and values. They contribute actively, offering strong leadership and ensuring accountability. The connection between the school and the church is robust, strengthened by close collaboration that enriches both the school and the wider community.

The school curriculum is thoughtfully designed, incorporating a rich variety of learning experiences that encourage empathy, respect, and understanding in a diverse world. This enables the vision to be fully embedded, setting an example of living and learning through the support and guidance of the Christian faith. The curriculum is structured around themes and carefully chosen books that reflect a range of perspectives and experiences. This encourages pupils to engage with the world around them in meaningful ways. The school's approach to the curriculum is characterised by adaptability and inclusivity. Therefore, pupils who have special educational needs and disabilities (SEND) and those considered vulnerable receive the tailored support they require to thrive. The school's dedicated learning mentor and SEND coordinator work closely with teachers to create an environment where every pupil feels supported and capable of achieving their potential. Transition planning, such as the Year 6 construction day, is a priority, equipping pupils with the confidence and skills they need for the next stages of their educational journey.

Religious education (RE) is a cornerstone of the curriculum, meticulously designed to build sequential knowledge and skills based on prior learning. It is well balanced and structured carefully to revisit topics and ideas. Consequently, pupils can use the links to gain deeper thought and understanding in a wide range of issues. The use of books to aid the teaching of diversity is a useful tool to encourage consideration and empathy. The range and scope of literature in the school successfully promotes reading. This serves as a tool to immerse into worlds and situations that the pupils may not have yet come across in life. The skilled leadership of the subject ensures that the school can access good quality resources to keep it relevant and high priority. RE has significant importance and is clearly a key aspect of this school.

The RE lead monitors the teaching and learning in RE and has a thorough understanding of what and how to make improvements. Pupils clearly enjoy the subject and talk about it with high enthusiasm. They are keen to share their work, knowledge and thoughts. Pupils have an excellent understanding of Christianity as a world faith and can speak eloquently about a range of religions and worldviews with knowledge and respect. Pupils who have SEND and those considered vulnerable are equally included and celebrated. While the curriculum is highly effective, the school does not have a well-developed assessment system for RE. Consequently, the way in which progress and attainment is formally measured is less developed.

Collective worship is a central and cherished part of the school day, offering a time for calm and reflection. Pupils and staff alike value this time together. The lighting of the candle and the uplifting singing create an atmosphere of reverence, uniting the school community in shared purpose and joy. Worship and prayer is invitational and fully inclusive, as everyone is welcomed. An overall sense of belonging means that pupils can choose to actively take part and those who prefer to be quiet are given the freedom to observe and engage in their own way. A wide



spectrum of contributions illustrate growth across different stages of development. One example is younger pupils sharing their interpretations of values through stories, while older pupils reflect more deeply on moral questions. Pupils demonstrate confidence and enthusiasm as decision-making junior leaders, thoughtfully giving awards for those who embody the values. Worship themes are meticulously planned to align with the school's vision, providing meaningful opportunities for spiritual growth. Although spiritual development is evident, the school does not have a common language around spirituality. This means that the way that pupils and staff can describe the spiritual growth they experience is less developed.

The school's commitment to mental health and wellbeing is evident in its holistic approach. Leaders go to great lengths to ensure that everyone feels supported. In turn, staff and pupils are equally adept at cherishing each other. This results in an all-encompassing ethos of care and respect. The community benefits from a nurturing environment that prioritises their emotional and spiritual welfare. Parents are passionate about the school. They highly praise its compassion and inclusivity, emphasising the transformative impact it has on families. The sense of belonging extends beyond the school gates, with strong church links. Pupils frequently use the church to showcase their work and engage with the broader community, highlighting the symbiotic relationship between the two. The church accommodates the school's needs, such as adjusting service times to enhance family participation.

Pupils express pride in their school and its ethos, readily sharing their experiences and perspectives. They feel heard and respected, reflecting the school's emphasis on the importance of every voice. Leadership opportunities are plentiful, with pupils taking on meaningful roles and responsibilities. Industry week, for example, is one of the times that they take ownership of production, sales and profit. They enjoy making the choices of spending the results of their endeavours. Pupils are inspired to be courageous advocates, striving to make a positive difference in the world. They demonstrate a strong sense of justice and are deeply engaged in addressing global issues through their 'friends of the world' work. Pupils' enthusiasm for learning is evident, as is their appreciation for the celebratory culture of the school. Their sense of responsibility towards each other and the world is a testament to the school's vision, living out its Christian values to the full.

Information

Address	High Street, Blyton, Gainsborough, Lincolnshire, DN21 3JX		
Date	28 November 2024	URN	120619
Type of school	Voluntary Aided	No. of pupils	129
Diocese	Lincoln		
Headteacher	Karl Duke		
Chair of Governors	James Parman		
Inspector	Kerrie Clowes		