

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bussage C of E Primary School

Vision

Learning for life in all its fullness

'I have come that they may have life, and have it to the full.' John 10:10

Bussage C of E 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, including those of religious education (RE), are passionate about the school as a Church school. This in turn has re-energised a distinctively Christian vision which is known, shared and enriches the lives of the school community.
- A strong sense of community binds everyone together leading to flourishing. Partnerships with the local churches support a deep sense of identity, enabling the school to be a beacon of light on the hill.
- Pupils make a difference in this school. They have a clear understanding of justice which enables them to make a positive contribution to the world at large, particularly to the environment.
- A shared understanding of spirituality is threaded through the curriculum and the daily life of the school. This enables pupils and adults to flourish spiritually.
- A clear vision of learning for life in all its fullness is lived in this community. This leads to a culture of exemplary care for the wide range of needs in the school.

Development Points

- Embed systems for monitoring and evaluating the Christian vision. This is so that the vision explicitly drives strategic developments of the school as a Church school.
- Deepen pupils' knowledge and understanding of diversity in religious and non-religious worldviews. This is so that they have a greater awareness of the lived experience of a multi-cultural and diverse world.



Inspection Findings

Community and kindness are the hallmarks of this caring and nurturing school. A clear, distinctively Christian vision is known and lived out by each member of this close-knit community. Through a period of change, strong and passionate leadership have put a focus on the vision. This has ensured that 'learning for life in all its fullness' is at the heart of the community's lived experience. As a result, the school has a clear understanding of the challenges it faces and how to approach them. Strong relationships with local churches enhance the spiritual flourishing of the pupils and adults. Events, such as community carols held at the school, bring everyone together. Furthermore, community breakfast events, run by local church groups, are also held at the school. As result, the school, working in partnership with local churches, is a beacon of light on the hill. This in turn supports the personal development of pupils and adults alike.

The governing body know the vision and can articulate what it means to have 'life in all its fullness'. They understand the many demands school leaders face and support them in their decision making. As a result, leaders are given the confidence to live out a compelling vision which enables the community to grow professionally. Checking in on staff wellbeing during governor visits is a priority. This is because staff wellbeing is important to governors. They demonstrate this, for example, through being supportive when staff have requested to reduce working hours. However, systems for monitoring and evaluating the impact of the vision are not embedded. As a result, the vision is not explicitly driving the strategic development of the school.

The vision underpins the curricular and extra-curricular provision at the school, supporting pupil development. Pupils are enabled to 'learn for life in all its fullness' because their needs are known and taken into account. Each pupil is valued as an individual and the vision ignites the spark that makes them who they are. 'Learning Powers', linked to the vision, enable pupils to develop skills which support them for life in, and beyond, the classroom. Conscious decisions around topic-based learning, enable pupils to recognise and develop their own strengths. This is because the vision is an authentic experience for each individual in the school.

Pupils and staff alike grow spiritually. This is because there is a clear, shared understanding of what spirituality means in the school's context. Spirituality is readily understood as being the 'ows, wows and nows' in life. Through the curriculum and daily life, pupils and adults reflect deeply on these different experiences. For example, a helicopter ambulance landing on school grounds created an impromptu time of reflection. Some pupils saw the event as a 'wow'. Others considered what it would be like to be the patient needing treatment, therefore experiencing the event as an 'ow'. As a result, pupils and staff have a deep-rooted understanding of their place in the world and how they flourish together.

A sense of community is strengthened through collective worship. Worship is expressed as a time for pupils and adults to stop and reflect, creating a feeling of togetherness. Worship explores the school's vision through core values such as compassion and respect. This enables pupils and adults to reflect on their behaviour and how they can make effective change in the world. 'Values Ambassadors' have an active role in leading and evaluating acts of worship. Older ambassadors support younger ones in leading aspects of worship, demonstrating an active culture of care and respect. The impact of collective worship is exemplified through continuing to sing songs throughout the day and pupils sharing what they have learnt with their families.

Pupils and adults live out their vision every day. As a result, they care for one another and treat each other with dignity and respect. This is demonstrated through how pupils and staff include those with additional needs,



ensuring that they play a full part in the life of the school. Furthermore, pupils behave well. This is because the vision enables them to value themselves and one another. Staff are also valued and supported by leaders. Their individual gifts and talents are nurtured, and their own achievements are celebrated in school. This in turn enables them to grow spiritually and professionally.

There is a remarkable culture of justice that pervades his school. Pupils are empowered, through the vision and the care they receive, to make a positive difference in this world. For example, through pupil-led groups, they have advocated for solar panels to be fitted on the school. Pupils have impacted the lives of those with dementia, through sharing lunch and companionship with local care home residents. Pupils have also made a difference in their community by helping to plant a hedgerow. However, this culture of justice is not limited to pupil action. Pupils of all abilities, including the most vulnerable flourish in this school. This is because staff understand pupils' individual needs. Additionally, they seek ways to break down the barriers that may prevent pupils from flourishing. For example, staff went above and beyond to ensure that a pupil with specific needs was able to access cycle safety training sessions. Furthermore, additional staff were taken on an educational visit so that another pupil was able to have a new experience. As a result, pupils flourish because life in all its fullness is at the heart of their school experience.

Despite a period of transition, religious education (RE) is well led. Through the vision, the new RE leader has put in place effective development plans. Training for RE is accessed through the diocese and this in turn impacts on the subject. Pupils enjoy their lessons. RE provides a safe space for them to share their knowledge and understanding, which they share confidently and articulately. Teaching RE across year group enables teachers to support one another with planning and the understanding of difficult concepts. Teachers also draw on knowledge and wisdom from leaders, seeking support where appropriate. This in turn leads to an environment where RE is valued by staff and pupils. Assessment systems for RE are being refined to ensure that ongoing assessment supports teaching and learning more effectively. The curriculum supports pupils in gaining knowledge and understanding of a range of religious and non-religious worldviews. However, pupils do not have a deep understanding of the diversity held within religious and non-religious worldviews.

Bussage C of E Primary School is a place of care, compassion, kindness and acceptance. As a result, pupils and adults, individually known, flourish in learning for life in all its fullness.

Information

Address	The Ridgeway, Bussage, Stroud, GL6 8FW		
Date	5 December 2024	URN	115678
Type of school	Voluntary Aided	No. of pupils	187
Diocese/District	Gloucester		
MAT/Federation	N/A		
Headteacher	Zoe White		
Chair of Governors	Debbie Bird		
Inspector	Duncan Hutchison		