

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Baltonsborough Church of England Primary School

Vision

The vision has at its heart the words ‘hand in hand, we live and learn’. It is inspired by the example of Jesus and his disciples, a community of diverse individuals who are celebrated for their uniqueness and derive strength from working together. We value the benefits of working together in a small, caring community deeply rooted in the Christian faith in which all are nurtured and valued for the contributions they make. We are committed to seeking out opportunities to enable us to grow morally, spiritually, academically and creatively.

Baltonsborough 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

- The vision of ‘hand in hand, we live and learn’ is known well throughout this distinctively Christian school community. It leads to positive relationships and teamwork, exemplified by inclusive and supportive school and trust leadership.
- The vision drives curriculum development and the improvement of the academic and wider flourishing of pupils. Leaders and staff shape carefully planned provision for pupils in need of additional provision and support.
- The vision, and its principles of inclusion and teamwork, inspires pupils and adults to treat each other exceptionally well in this school community. Leaders mindfully balance the wellbeing of staff with the need for school improvement. Pupils are treated with compassion and respect, and are valued as individuals.
- The religious education (RE) curriculum is impactful and effective. Pupils know and remember what they have learned and have excellent opportunities to reflect on their own, and others’ beliefs and worldviews.

Development Points

- Ensure staff share a clear understanding of spirituality and a shared approach to developing it. This is so pupils can flourish fully through spiritual development being an intrinsic part of the curriculum.
- Extend the ways in which pupils lead opportunities for courageous advocacy and engaging with ethical choices. This is to embed a more active culture and understanding of justice and responsibility.



Inspection Findings

The powerful vision of 'hand in hand, we live and learn' exemplifies an ethos of teamwork and compassion at Baltonsborough Primary. This is balanced with high aspirations for holistic pupil outcomes. The vision is rooted in the Bible story of the 'twelve friends', celebrating the diverse qualities of Jesus' disciples. Consequently, difference and diversity are highly valued in this inclusive school. Adults understand the vision and use it to guide their work. Pupils are given increased confidence and support because of this vision. The Academies for Character and Excellence (ACE) vision and strategy seamlessly fit with the priorities of the school and are significantly impacting school improvement. Christian values are carefully linked with the 'character gateways' of the trust, which express the vision in daily school life. The headteacher and trust leaders set a powerful model for respectful, impactful collaboration. This results in adults working together in flourishing professional partnerships. Local governors and trust leaders understand the school vision and regularly evaluate the ways it is having impact. As a result, they suggest changes and developments which enhance the work of the school.

The school's Christian vision drives curriculum development and improvement plans. The ACE trust curriculum complements this by prioritising character development and the flourishing of the whole child. The needs of individual pupils are known well and learning is adapted carefully. Additional provision is offered where required, such as the morning nurture club which leads to some pupils feeling better prepared for the day. Those with special educational needs and disabilities (SEND) are supported compassionately and their progress is monitored rigorously. As a result, they flourish well, and parents value the support given. Spiritual times are enjoyed by pupils and prioritised by staff who have worked collaboratively to increase opportunities for spiritual engagement. These provide pupils with 'times where you can have peace' and help them to connect with themselves, others and nature. However, staff do not have a clear and shared understanding of spirituality. This leads to a lack of structured planning for spiritual development, and spirituality is not an intrinsic part of the curriculum.

Pupils and staff enjoy varied opportunities for worship throughout the week and year. It offers pupils and adults a time to grow spiritually by looking inwards, outwards and celebrating the world around them. For example, Bible stories help them to learn how to treat others and they enjoy linking values to real life examples. Traditional routines give structure and familiarity to daily worship. As a result, Year 6 lead fun and engaging worship and inspire peers to reflect on their opinions and actions. Singing worship is joyous and offers inclusive spiritual development for adults and pupils regardless of faith background. Prayer is invitational, therefore individuals engage with spirituality in their own way. Church partners and clergy plan and lead worship such as 'open the book' which is impactful and inspiring. Strong community partnerships are exemplified in the joy people feel when the school, home and church come together. For instance, new monthly 'all age' church services have led to families attending more often. Consequently, the spiritual flourishing of adults in the village community is enriched through the opportunity to worship alongside the pupils.

Staff are highly valued and appreciate the importance that is given to their wellbeing. The academy trust partnership offers regular and exciting opportunities for collaboration and professional development. Parents experience exceptional provision for their individual children and say 'nothing is a problem' in this school. It celebrates the varied backgrounds of families. Various practices are embedded to ensure pupils' wellbeing is of high priority. For example, the 'Thrive' approach leads to improved flourishing of pupils needing help with



emotional regulation. Varied opportunities at playtimes engage different interests and ensure the social flourishing of pupils, including those preferring sensory and quiet spaces. The vision clearly drives the behaviour policy. Therefore, a restorative, relational approach leads to greater connection and conversation when issues arise. Staff and leaders are approachable for families, and parents and carers value collaboration on provision which is responsive to their children's needs.

The Baltonsborough school community engage with an exciting variety of community and charitable projects. Environmental campaigns, serving tea to the local community, and supporting the VE day celebrations are all examples of close partnerships. Adults and pupils alike value these events and they enrich intergenerational relationships. Some pupils gain confidence through opportunities to lead others, such as being school council members or peer mentors. They say, 'it feels happy to help others feel happy'. These leaders make a difference to their peers, who look up to them as role models and find them supportive. Pupils have a strong sense of right and wrong and as such are confident to speak up when something seems unjust or concerning to them. They are encouraged to ask questions and are curious about the world around them. However, pupils do not have a clear understanding of what justice is or their own power to make change in the wider world. Opportunities to be courageous advocates are rarely pupil led and do not lead to a strong understanding of injustice and what can be done to tackle it.

RE is prioritised well and maintains an important profile in this school. In recent times, it has been strongly impacted by leadership engagement in focused subject training. For example, subject leader engagement with diocesan training on the teaching of Christianity has directly impacted teaching and learning. Staff have an improved understanding of the key concepts of Christian faith and how to teach these effectively. Trust led networks for RE give regular support for the subject leader who thoughtfully considers and passes information on to staff. As a result of this high profile, pupils remember RE learning well and have a more confident vocabulary about religions and worldviews. The new curriculum is accurate, diverse and challenging which has been identified in lesson evaluations and book moderation. Learning is enriched by varied trips and visitors. Different disciplinary approaches are used in lessons, teaching skills such as theological engagement, philosophical questions and personal reflection. Therefore, pupils explore meanings of texts confidently, ask big questions in their RE learning and express their own views with greater confidence.

Information

Address	Ham Street, Baltonsborough, Glastonbury, Somerset, BA6 8PX		
Date	1 July 2025	URN	123740
Type of school	Academy	No. of pupils	69
Diocese	Bath and Wells		
MAT/Federation	Academies for Character and Excellence (ACE)		
Headteacher	Catherine Greenwell		
Chair of Governors	Anne Moody		
Inspector	Laura Harris		