Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bourne Elsea Park Church of England Primary Academy

Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

Bourne Elsea Park Church of England Primary Academy 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 Christian vision and values are used to bind the school together. This approach has a transformational impact upon the community which it serves.
- The vision prioritises the achievement of excellence for all and this shapes an inclusive curriculum tailored to the needs of pupils. This engages them, broadens their horizons and gives them confidence within and beyond their learning. 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.
- Collective worship is a golden thread that weaves through daily life. Values are carefully chosen to support the vision and foster spiritual growth in pupils and adults. Opportunities for individuals to reflect and consider their own feelings and beliefs, are abundant.
- The school is built on a foundation of fellowship where relationships matter. Pupils and staff are happy and there is a culture of joyfulness throughout the school. Pupils and adults are deeply valued as individuals and feel respected, trusted and loved. There is a tangible sense of pride about belonging to this school.
- Pupils make a difference at this school. They have a clear understanding of justice which enables them to make a positive contribution to the world at large.

Development Points

- Create opportunities to develop growth-partnerships to celebrate and share successes. This is to broaden pupil opportunities, expand experiences and develop expertise.

Inspection Findings

Driven by its vision, Bourne Elsea Park is a joyful school that is aspirational for its pupils. Leaders at all levels are inspirational. The trustees and chief executive officer/executive head teacher are passionate about ensuring that every pupil and staff member feels valued and reaches their potential. The vision is prioritised to ensure that pupils achieve, particularly those who have special educational needs (SEND). Staff are committed to ensuring pupils are inspired by what they are taught. This helps pupils develop their own set of guiding principles.

The curriculum is designed to meet the needs of the local area, including developing understanding of individual differences. As a result, pupils learn about diversity and how to celebrate it positively. This approach ensures the curriculum is impactful for learning and growth. It contains many implicit and deliberate opportunities for activities which enable and enrich spiritual flourishing for pupils and adults. The extracurricular offer for pupils is wide-ranging and exciting, providing moments of awe and wonder. These carefully planned, inclusive experiences include eco warriors who take care of the local environment, and volunteer club. This is where pupils give their time and talents to support members of their school community to complete tasks. Pupils speak lovingly of the deep sense of unity they feel when they attend sessions like these.

At Bourne Elsea Park, daily collective worship plays a central role in enabling both pupils and adults to flourish spiritually. It is carefully planned in ways that are inclusive, invitational and inspirational. Worship is valued as a daily oasis of calm to reflect together and celebrate one another. It is a time 'to be part of a spiritual moment together as a community' as pupils described it. With support from the local church, pupils often take the lead in shaping and delivering worship. This is impactful, helping the community contemplate virtuous living in fresh ways. Prayer is embedded into the daily life of the school. There are dedicated spaces for quiet reflection in each classroom and in shared areas, as well as outside. This enables a reflective atmosphere, which contributes positively to spiritual flourishing. Pupils talk about their reflections regularly at home, sharing stories and their thoughts on topical issues. Both staff and pupils clearly articulate their understanding of spirituality. This leads to meaningful dialogue and expands the depth of understanding of 'big question' concepts, that are responded to electronically. Partnerships with the parish church and other Christian organisations contribute richly to the spiritual life of Bourne Elsea Park.

Across the school, there is a sense of moral purpose and demonstrations of ethical choices being made. School life is based around creating an understanding of self, others, the world and beyond. Carefully planned links to the United Nations 'rights of the child' provide rich opportunities for character development. This helps pupils to articulate their reflections and respond to each other with kindness. Learning experiences are thoughtfully considered to ensure they meet the specific needs of pupils. As pupils journey though the school, they begin to make courageous choices and actively seek to challenge injustice. Pupils flourish at Bourne Elsea Park because the school cares about the whole child and not just their academic development. Supporting them to contribute positively to society by doing all things in love. The vision enables the development of pupils' unique gifts by encouraging the way they make a loving contribution to society. The school is outward-facing and community-minded. This helps to further strengthen the ethos of the 'Bourne Elsea Park Primary Academy family'.

The vision at Bourne Elsea Park enables pupils and adults to live well together in an inclusive and dignifying culture. Pupils have regular opportunities to think about, celebrate and express their own individuality. Pupils tie this closely to the school's vision, recognising that 'we are all God's children'. The school's commitment to mental

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health and wellbeing is evident in its holistic approach. There is a determination from leaders to prioritise the pupils' social, emotional and spiritual development as well as their academic excellence. Leaders go to great lengths to ensure that the school community feels supported. In turn, staff and pupils are equally adept at cherishing each other. This results in an ethos of care and respect. The community benefits from a nurturing environment that prioritises their emotional and spiritual welfare. The compassion and inclusivity shown to families has a transformative impact on their lives. The sense of belonging extends beyond the school gates, with strong church links. The pupil worship council frequently use the church to showcase their leadership and engage with the broader community. Their work highlights the symbiotic relationship between the school and church.

Pupils know how to make ethical choices, readily sharing their experiences and perspectives with each other in responsible ways. They are heard and respected, reflecting the school's emphasis on the importance of valuing every voice. Leadership opportunities are plentiful, with pupils taking on meaningful roles and responsibilities. 'Mindfullers', for example, take ownership of facilitating physical and mental wellbeing, using 'Mindfulness Monday' as a backdrop for their messages. Within school, there is a strong sense of compassion. This flows out of the desire to see people and the planet flourish. This aspiration inspires pupils to live the values in practical, loving ways. This is seen through the 'agents of change' system, where pupils aim to make a positive difference in the world. Initiatives have included participation in activities such as cake sales, enterprise clubs and charity collections. The school's commitment to nurturing empathy and social justice encourages pupils to develop a deep sense of connection to others. They demonstrate a strong appreciation of justice and are engaged in addressing global issues through their 'God given talents' work. Pupils' enthusiasm for learning and fulfilling their potential, is abundant. 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.

The teaching of RE is responsive to the needs of the pupils. Leaders, the diocese and the trust strengthen teachers' breadth of understanding. This professional development underpins teachers' strong subject knowledge. Pupils actively engage in RE lessons, demonstrating a good understanding of worldviews and faiths including Christianity. They articulate their enjoyment of RE and find the themes and topics interesting and challenging. Pupils recall knowledge well, reflect and communicate their understanding through open-ended questioning, writing, art and other creative media including technology. This supports the deepening of their knowledge and understanding, enabling them to explore big questions. Pupils understand Christianity as a living, global and diverse faith, and can relate this back to their own lives and communities.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Sandown Drive, Bourne PE10 0WP		
Date	6 February 2025	URN	140214
Type of school	Academy	No. of pupils	270
Diocese/District	Lincoln		
MAT/Federation	Abbey Academies Trust		
Headteacher	Sarah Moore		
Chair of Trustees	Stephen Haigh		
Chair of Governors	Stephen Farnaby		
Inspector	Fiona Booth		