

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burton Green Church of England Academy

Vision

Jesus said, "I have come that they may have life, and have it to the full." (John 10:10b)

At Burton Green, we believe that every child is a precious individual with unique gifts to share. Our vision is to nurture a community where everyone can flourish - growing in confidence, curiosity, and character. We provide enriching experiences and a broad, creative curriculum that inspires a lifelong love of learning, while fostering a safe and supportive environment where every child feels valued and encouraged to reach their full potential.

Burton Green Church of England 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.

Notable Strengths

- The school's Christian vision is deeply embedded and shapes key aspects of school life. It is underpinned by three core values, each grounded in biblical teaching. Living out this shared vision enables pupils and adults to flourish together.
- Collective worship is central to the expression of the school's Christian vision. Members of the school community value opportunities to take an active role and appreciate the planned moments of stillness and reflection. These experiences nurture and deepen their spiritual growth.
- Wellbeing is woven into the fabric of relationships across the school. Individuals are recognised and celebrated as unique and valued members of the community. Tailored support is highly effective and plays a significant role in promoting emotional wellbeing and resilience among pupils and adults.
- The curriculum is shaped by the school's Christian values. Enrichment opportunities, including visits and outdoor learning experiences, are carefully designed to nurture pupils' gifts, talents and aspirations.
- Pupils enjoy religious education (RE) lessons. The carefully structured and well-sequenced curriculum supports their comprehensive understanding and knowledge of a range of religions and worldviews.

Development Points

- Strengthen the school's evolving approach to spirituality by intentionally weaving it through the curriculum. This is so that planned opportunities provide experiences that nurture pupils' spiritual growth.
- Broaden the governing body's strategic engagement with evaluating the Christian vision's impact. This is so that governors effectively support Burton Green's ongoing journey as a Church school.
- Deepen pupils' understanding of justice. This is so that they can take ownership in challenging injustice and promoting equity.



Inspection Findings

Vision and Leadership

Burton Green is an inclusive, nurturing school where the clear Christian vision underpins school life. It is rooted in the belief that each child is a unique individual with gifts to share. The school's focus on valuing each individual, others and the wider world is lived out daily. Leaders and governors model the vision through their actions and decisions. Staff encourage pupils to persevere and take risks, enabling them to grow in confidence. Pupils understand the vision and explain how it shapes behaviour and relationships. The school responds well to its context and offers tailored support for pupils who have special educational needs and/or disabilities (SEND). Leaders act swiftly to remove barriers and promote belonging. Strong partnerships with the Diocese of Coventry Multi-Academy Trust (MAT) and the local federation provided effective support for the school during recent leadership changes. These relationships offer challenge and guidance, helping leaders uphold the school's Christian foundation. Staff feel valued and empowered, strengthening their commitment to the school's ethos. Governors know their community well and support the school with passion. They make bold decisions based on the vision. However, the impact of these is not evaluated robustly, thus limiting their effectiveness. Whole-school exploration of Bible stories, such as the parable of the Good Samaritan, promotes understanding and respect. This shapes a culture that encourages growth, contribution and belonging across the school community.

Vision and Curriculum

The Christian vision shapes a curriculum that is ambitious, inclusive and rooted in the needs of the community. It promotes cohesion and prepares pupils to 'live life in all its fullness' by developing enduring skills and nurturing character. Staff have high expectations of pupils, who respond with assurance and self-belief. Staff use targeted strategies that enable pupils who have SEND and those facing disadvantage to engage confidently and make sustained progress. The curriculum is enriched through cultural, sporting and creative experiences. For example, the school's recent 150th anniversary celebration highlighted unity with the community through fostering pupils' sense of belonging. Pupils think deeply, collaborate and explore new ideas. Leaders are developing a more intentional approach to spirituality. However, it is not embedded across the curriculum, limiting its influence on pupils' spiritual development. Staff benefit from professional development and MAT-wide networks. These strengthen teaching and allow expertise to be shared. Leaders know the curriculum is working because pupils speak with insight, show resilience and take pride in their learning.

Worship and Spirituality

Collective worship is a daily invitation for spiritual enrichment, leadership and connection with something greater. It is a cherished time in which the school community reflects on its vision and values. Pupils and adults explore meaning, identity and belief in a calm, respectful environment. Worship is rooted in biblical themes and includes songs, stories and prayers that inspire spiritual growth. Evidence of spirituality in worship includes moments of stillness and reflection that foster emotional grounding and deeper thinking. Pupils use a shared language of 'ows, wows and nows' to express spiritual experiences in personal ways. They take active roles in planning worship, leading prayers and choosing songs. These opportunities support spiritual flourishing through deepening engagement and building confidence. Pupils, including those who have SEND, are encouraged to lead and participate meaningfully. Parents and carers welcome the chance to join weekly celebration worship. This highlights how the school's values are lived out and encourages pupils to share achievements. Inclusive celebrations of Christian festivals strengthen community bonds. Governors are enthusiastic about worship, though current systems do not enable effective evaluation of its impact.

Vision and School Culture

The oak tree at the school's entrance is a visible symbol of strength and growth, reflecting the school's commitment to nurturing every member of its community. Leaders and governors act with compassion,



fostering a culture where individuals are treated well and enabled to grow. Staff describe the school as a family, rooted in trust and kindness. Leaders are observant and respond with empathy. Staff feel safe to share concerns. Mental health and wellbeing are prioritised by leaders. They regularly check staff wellbeing and offer practical support. Additional care is provided by trained staff who offer mental health support to both adults and pupils. Staff report high levels of satisfaction. Some who have pursued opportunities elsewhere have subsequently returned, attributing their decision to the school's positive ethos and focus on working together. Adults model consistent support, enabling pupils to build trusting and respectful relationships. Thus, pupils understand the importance of respecting difference and how to promote fairness across the school. Parents and carers value the care shown to their children and how staff work proactively with families, especially through difficult times. Timely interventions and inclusive practice support pupils experiencing challenge or change.

Vision, Justice and Responsibility

Pupils demonstrate a secure understanding of justice and responsibility, shaped by the school's Christian vision and values. This is evident in the way that they welcome visitors and care for one another. Older pupils mentor younger ones as buddies and work together to resolve minor disagreements respectfully. Pupil groups, such as the school council and eco committee, are key to promoting justice and responsibility in the school environment. Pupils support local charities, showing compassion and practical care. They encourage recycling, waste-free packed lunches and participate in local litter picking projects. These inclusive opportunities demonstrate their care for the planet. Pupils understand fairness and speak about what is right for themselves and others. Pupils are beginning to connect ethical choices with their faith and values. They recognise that justice involves more than charity, understanding it requires thoughtful action and sustained commitment. Their actions reflect a desire to contribute positively. However, pupils' understanding of how to make a sustained difference to others' lives is not secure.

Religious Education

Leaders ensure that RE has a high profile and is given appropriate time and priority. It is led with growing assurance and subject expertise. The RE lead draws on diocesan training and networks to implement national developments. This support has shaped a curriculum that is well planned, inclusive and reflects the needs of the school community. Local context is used effectively to deepen theological understanding and relevance. Pupils explore how the Coventry Blitz shaped Christian worldviews locally and globally, with a particular focus on peace and reconciliation. Pupils learn about belief, practice and diversity through structured lessons that build knowledge over time. They explain their own worldviews and welcome opportunities to discuss them in a respectful and inclusive environment. Pupils ask thoughtful questions and show curiosity about others' beliefs. They enjoy RE and speak with clarity about what they have learned. RE at Burton Green helps pupils make sense of the world and their place within it. It equips them with knowledge and understanding to live well together in a diverse and changing society.

Address	Hob Lane, Burton Green, Warwick Road, Leek Wootton, Warwickshire, CV8 1QB		
Date	15 September 2025	URN	145392
Type of school	Academy	No. of pupils	101
Diocese	Coventry		
MAT	The Diocese of Coventry Multi-Academy Trust		
MAT Chair	Barry Cockcroft		
Headteacher	Stella Villiers		
Chair of Governors	Claire Harman Sherwood		
Inspector	Gillian Paterson		