

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Budeaux Church of England Primary Academy

Vision

A beacon of light ignited by ambition and determination.

Friendship, Love, Forgiveness, Respect, Joy.

Our school Christian vision is intrinsic to our whole school ethos of supporting one another and empowering each other to do the best we can, whatever that might be. We want our school and church to be beacons that shine far and wide, lighting up our community with the light of Jesus through our work, rest and play. By learning about Christian values, by listening to the teachings of Jesus, and by following the example of Jesus, we say to every member of our community: let your light shine.

St Budeaux Church of England 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 school's outliving of its Christian vision leads to a deep understanding of what it means to be a beacon of light. Pupils and adults alike recognise when they are, and can be, a light to others.
- Leaders are committed to ensuring that the school is a beacon of light within the community. They are committed in their mission to serve others and do this through partnership working.
- Collective worship is a joy-filled and valued part of the daily life of the school. The school's approach to worship has been integral to embedding the Christian vision and leads to spiritual flourishing.
- Pupils are encouraged and enabled to take responsibility both within and outside of school. Pupils value the leadership opportunities they are given and are proud of how they show care and love through these.
- The school values the place of religious education (RE) in its curriculum. Pupils enjoy their RE learning and value how, through it, they develop a deeper understanding and respect for others.

Development Points

- Embed the language of spirituality used within the school. This is so that pupils can better capture, understand and express their spiritual development through worship and learning.
- Support pupils to understand how serving others is an outliving of the school's Christian vision. This is to help pupils see that the actions they take can be informed by injustices.
- Further develop the ways in which leaders use assessment in RE. This is in order that there is a more focused understanding of the next steps pupils need to take in their learning journeys.



Inspection Findings

The Christian vision of St Budeaux School drives its work. Leaders, including trustees, regularly review the impact of the vision. As a result, pupils, adults and the wider community articulate clearly what it means to be a beacon of light. They see when they are beacons and recognise when others shine their light. Leaders talk of how each individual pupil is a beacon with each one shining their light in their own way. Values are used as an outliving of the vision and are seen throughout the work of the school. Pupils are supported to form and maintain strong friendships framed in the values of love and respect. The vision shapes the development of the school and can be seen as new approaches and strategies are introduced. The school's behaviour policy, review of the curriculum, and provision for families are led by leaders' ambition and determination. As a result of their monitoring, leaders know the school well and this informs the decisions that shape its continued development.

The school's curriculum, and how pupils are supported and encouraged, is shaped by the school's vision. Through the curriculum, pupils are afforded opportunities that inspire and challenge them. Leaders are determined to ignite pupils' ambition and enable them to see how they can apply their skills and knowledge. The impact of this is seen through the ways in which pupils talk about and engage in their learning. Teachers, supported by leaders from within the school and trust, know their pupils well and understand their learning needs. This informs the support they provide. Teachers know that some pupils find learning and being in school harder than others. Therefore, they work tirelessly to meet each individual pupil's needs and shine a light on their interests and abilities. Leaders, including governors and those in the trust, monitor the curriculum ensuring that it stays true to the school's vision. Adults have taken time to consider how spirituality can be developed through the curriculum. Using a shared language, opportunities for pupils to reflect spiritually are being developed with increasing clarity. Pupils are beginning to describe when they have reflected on themselves, others and the world. However, this is not necessarily something they understand as developing them spiritually.

Pupils and adults value the place that collective worship has in the daily life of the school. Worship brings the school together to explore what it means to live by the school's vision. Adults are enabled to lead worship with increasing confidence through resources and support from leaders. Both adults and pupils acknowledge the difference that worship brings. They recognise that this helps build the sense of community and family and value that everyone can be part of it. Pupils engage actively and enthusiastically in prayer. It is part of the regular rhythm of worship which supports pupils to grow spiritually. Singing is something the pupils at St Budeaux love. Songs and prayer form part of a familiar and joy-filled time together. Pupils reflect with fondness about acts of worship that have inspired them. They remember the themes and messages and when it involved drama or was led by members of the local church community. For some, they find that collective worship helps them reflect on their own actions.

People are treated well in this school as a result of the commitment to the school's vision. Leaders take their responsibility to be a beacon for the community seriously. Their determination to ensure that everyone is welcome can be seen in the sense of belonging that families feel. Leaders know their community well and do all they can to support those in it. The school's commitment to serve can be seen through the development of the new chapel at the school. This is a space which is seen as a beacon and where the school can further support the wider community. Parents accurately appreciate the difference that adults in the school have made to their children. In partnership with the church, a children's worker is part of the provision the school offers. This key adult, working with others, provides support spiritually and for social and emotional needs. Through living by the values of love, friendship and respect, pupils develop healthy relationships. Building relationships is at the heart of the recently



reviewed behaviour policy. When individuals or families face difficult times, adults at the school do all they can to help. Examples include personalised transition into and out of the school. Parents rightly consider that at this school, their children can be their own authentic selves.

At St Budeaux, pupils and adults have a clear sense of their responsibilities towards others. Adults are committed to being beacons of light for others. Pupils value the opportunities they are given to take responsibility for their school and community. Partnerships are important and leaders work with those who, with them, serve others. Examples of these include learning mentors and art therapists who provide valued support to pupils. The church and school have a shared commitment to the families in the local area. Members of the church recognise the difference the school makes and how it shows the love of Christ through its values. Pupils talk proudly of how they serve their local community. They explain the joy they feel when they see others happy because of them. Pupils make decisions about the charities they support. They see their charitable giving as an opportunity to show love to others. However, they do not necessarily see this as an opportunity to act on injustice.

Pupils engage well in RE and clearly enjoy it. They like learning in different ways and when links are made across subjects. Examples include varying styles of writing in RE and using their design skills to create mechanical Nativity scenes. Pupils can recall key learning and give examples of how RE helps them to better understand and respect others. Leaders monitor the impact of the subject and use this to inform its continued development. The trust have identified examples of best practice and share these with others. Methods to assess pupils' learning outcomes and give feedback are embedding. Pupils are beginning to see more clearly where they have done well in RE lessons. However, assessment does not provide teachers with adequate information about pupils' outcomes to shape the next steps in their learning.

RE is a valued part of the school's curriculum. Leaders have increased the rigour and focus given to the subject in recent years. Thought is given to the structure of RE learning leading to a balanced and well-sequenced curriculum. The school ensures that, along with Christianity, a range of religions and worldviews are taught. Leaders identify opportunities to weave RE through the curriculum. For example, pupils learn about Christianity in other parts of the world through art. The use of floor books to capture pupils' learning enables pupils, including those with special educational needs and/or disabilities (SEND), to actively take part in lessons. Teachers are supported to plan and resource learning that is accessible to pupils. Enabling this is the support given to the subject leaders from the trust, which in turn is supported by the diocese.

Information

Address	Priestly Avenue, St Budeaux, Plymouth, PL5 2DW		
Date	8 May 2025	URN	149192
Type of school	Voluntary Aided	No. of pupils	83
Diocese	Exeter		
MAT	The First Federation Multi-Academy Trust		
Headteacher	Natasha Brooks		
Chair of Governors	Alex Walmsley		
Inspector	Lee Moscato		