

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Botolph's Church of England Primary School

Vision

'Teach children how they should live, and they will remember it all their lives.' Proverbs 22:6

Our vision is to nurture every person's unique God given potential by teaching them how to live with respect, compassion and integrity, so that the values they learn today will guide them for a lifetime.

Our children will strive to be the best they can be.

St Botolph's 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.

Notable Strengths

- The biblically rooted Christian vision enables the school community to flourish. Committed leaders consistently place the vision at the centre of strategic and daily decision-making, ensuring it shapes and sustains the culture of the school effectively.
- This is a highly inclusive and deeply caring school where wellbeing and mental health are prioritised. As a result, pupils and adults are highly valued and nurtured to be the best version of themselves.
- Shaped by the vision and values, an ambitious curriculum provides a wealth of learning opportunities. These fuel pupils' spiritual development and ensure they, including the most vulnerable, are able to thrive.
- Worship is invitational, inclusive and inspiring. Daily opportunities for spiritual growth are provided through reflection, prayer and song.
- This is an outward looking school that both values and develops strong partnerships. Consequently, the school community learns, grows in confidence and flourishes together.

Development Points

- Refine and develop the religious education (RE) curriculum. This is to give pupils the opportunity to secure and deepen knowledge of a range of religions and world views, and the diversity of belief within them.
- Develop pupils' learning opportunities to explore issues of justice and injustice. This is to enable them to understand their role in better making a positive difference to the world.



Inspection Findings

Vision and Leadership

Leaders have established a Christian vision that is known, understood and deeply rooted within the life of the school. This shapes St Botolph's aspirational culture. As a result, staff prioritise pupil wellbeing and personal growth whilst maintaining high expectations for achievement. The well-embedded Christian values are the pillars of the vision. Leaders have ensured these are intricately woven through the curriculum, worship, learning environment and pastoral care. They inspire the community to live well together. Consequently, there is a strong sense of belonging, mutual respect and strength in relationships. Leaders and staff know families personally. Parents feel welcomed and know they can approach staff with any concerns. Leaders and governors ensure that staff feel supported, valued and involved in shaping the work of the school. They place high priority on building strong partnerships with the Church, the local family of schools, and the wider community. Active and visible in their roles, governors monitor and evaluate the impact of the vision effectively.

Vision and Curriculum

The school has designed a highly ambitious 'curriculum journey' that places pupils' spiritual development at its core. Enrichment is a particular strength. Immersive evacuee days, residential visits to the Lake District, and mass choir events at Sheffield Arena broaden pupils' horizons. A whole-school arts and cultural festival enables the school community to express itself. An extensive programme of extra-curricular clubs provides further opportunities for personal growth and enjoyment. Outdoor learning experiences such as 'weekly wellbeing Wednesday' and 'forest Friday' are highly valued by pupils. These opportunities enable pupils to connect with nature and allow moments of personal contemplation. Through the school's shared language of spirituality, pupils are able to articulate the impact these experiences have upon them. Staff are committed to ensuring all pupils are enabled to strive to be the best they can be. Consequently, they work tirelessly to meet the needs of pupils who are deemed to have special educational needs and/or disabilities. Parents speak highly of the care and support their children receive. They value the dedication of staff and recognise how the curriculum nurtures their children's holistic development, preparing them for the future.

Worship and Spirituality

Worship is welcoming, inclusive and central to school life. It provides the opportunity for the school community to come together and draw strength from one another. It plays a significant role in deepening pupils' understanding of the vision. The cycle of worship is closely linked to the school's Christian values. Their relevance is thoughtfully explored. This helps to develop pupils' spirituality well. Opportunities are provided for pupils to be still, silent and have the space to reflect. Pupils confidently express how this influences their thoughts, everyday lives and relationships. They make meaningful connections to stories from the Bible and share how these inspire them. A pupil worship group, the St Botolph's Doves, lead worship. A dedicated school prayer and shared liturgy contribute to a sense of belonging. Pupils particularly enjoy singing together. They describe how these moments of unity elicit feelings of happiness. Opportunities for spiritual growth continue through the Easter and Christmas cantatas in the parish church. 'Open the Book' sessions, led by volunteers from Sleaford Churches Together, deepen pupils' understanding of Christian narratives through lively storytelling. Weekly celebration worship recognises the worth of each pupil. These special times strengthen pupils' spiritual development and their sense of community.

Vision and School Culture

Reflecting the school's vision, the wellbeing and mental health of pupils and staff is central in creating a community that lives well together. The school is a place where strong, supportive relationships flourish, demonstrating a culture formed by care and compassion. This enabling environment is marked by peaceful interactions and nurturing relationships. Pupils feel safe. They know that adults will listen and respond to their concerns. Should they struggle with their relationships, restorative approaches support pupil empathy, promoting fairness, forgiveness and reconciliation. The school has invested in training for pupils to recognise and respond to their emotions. This, together with a whole school approach to building resilience, supports pupils in developing strategies to better manage the complexities of life. Initiatives such as the 'Camo Club' for



armed forces' families exemplify this commitment, fostering belonging and resilience during difficult times. Consequently, challenges in learning are seen as growth points rather than stumbling blocks. Weekly coffee and craft mornings for parents and a genuine open-door policy nourish the partnership with families. Staff feel part of a closely knit team. They support one another and willingly go the extra mile to help those in need. They value the encouragement they receive from leaders, which inspires them to live out the vision in their roles.

Vision, Justice and Responsibility

Through worship, and exploration of the school's values, pupils are inspired to take responsibility and consider the impact of their actions on others. As a result, pupils have a strong understanding of compassion and fairness in their interactions with each other. Meaningful roles enable pupils to make a positive contribution within the school. Older pupil play leaders support younger pupils at playtimes. Wellbeing ambassadors look out for those in need. School council members provide a voice for pupils and actively fundraise for projects that improve the school for the benefit of their peers. The vision is lived out among those in the local area where pupils help others. Pupils see and feel how they can make a difference to people's lives. Joy is brought to residents in the local care home through their visits and singing. Active support for a local Christian charity food bank and the Lincolnshire Air Ambulance service enables pupils to contribute to the wider community. However, pupils' understanding of justice in the world and how to respond to it is less secure. The curriculum does not currently offer enough opportunities for pupils to explore issues of injustice and consider how they can respond as global citizens.

Religious Education

Leaders have ensured RE is given high priority. As a result, a well-sequenced and carefully planned curriculum has been established. Through this, pupils successfully build knowledge and study a breadth of religions and worldviews. The school's approach to the understanding of spirituality has been woven within the programme of learning. Links are made to the school's vision to explore how belief shapes values and how people choose to live their lives. This aids pupils in reflecting, questioning, and discussing their own thoughts and ideas. Challenge is provided through the use of big questions and extension tasks to develop critical thinking. However, pupils' ability to articulate their understanding of the diversity within faiths and Christianity as a global religion is less secure.

Information

Address	Rookery Avenue, Quarrington, Lincolnshire, NG34 7FE		
Date	29 January 2026	URN	132251
Type of school	Voluntary controlled	No. of pupils	404
Diocese	Lincoln		
Headteacher	Debbie Wilson		
Chair of Governors	Gareth Hughes		
Inspector	Daniel Kinsey		