

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bunny Church of England Primary School

Vision

"Do everything in love." 1 Corinthians 16:14

In our school we believe every person is unique and valuable, created by God to flourish and thrive in community. We seek to provide the best education for all, enabling everyone to reach their potential. We aim to model a world which is peaceful, just and loving through our relationships with God and with other people.

As a Church of England Primary School, we carry our Christian values through everything that we do. We live out our school values of courage, honesty, aspiration, peace, love and respect each day and pride ourselves on our on-going commitment to growing and learning together in a caring Christian community.

Bunny 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

- Leaders, including governors, effectively evaluate the impact of the Christian vision and use this to drive the development of this as a Church school. Consequently, the vision is brought to life through associated values which are lived out in this thriving school community.
- Guided by leaders understanding of 'love' within the Christian vision, the sense of belonging and welcome is at the heartbeat of the school. Through this, pupils flourish as they are cherished and nurtured in this caring, inclusive and vibrant primary school.
- Strong partnerships with local churches enhance collective worship. As a result, pupils grow spiritually through the routine ways that they encounter rich and diverse times of Christian worship and reflection.
- The Christian values of respect and courage naturally flow from the vision. They are lived out as pupils pursue opportunities to make meaningful contributions to the lives of those around them. Consequently, through the way that pupils use their sense of responsibility, they actively make a positive difference to others.

Development Points

- Enhance the effectiveness of the religious education (RE) curriculum planning and the way that it challenges pupils' thinking. This is to deepen their understanding of a range of global faiths and worldviews.
- Develop the shared understanding of spirituality within the curriculum. This is so that pupils can experience moments of spiritual flourishing beyond those encountered within collective worship.



Inspection Findings

Vision and Leadership

The Christian vision is fundamental to the success of this thriving rural primary school. Over recent years, leaders, with valuable support from the diocese, have brought the vision to life. Consequently, it is lived out with integrity and purpose. Leaders ensure that building a community founded in love and kindness is central to Church school development. Naturally flowing from the vision, the Christian values which include respect, peace and courage are the expression of the vision. As a result, they shape the purpose and identity of the school. Leaders are extremely effective in evaluating the impact of the vision. Their deep knowledge of the school community guides their actions. As a result, they seek to serve pupils and their families in love and with an understanding of their unique worth. Highly effective leaders, including governors, ensure that the vision remains central to decision-making, enabling members of the school community to flourish. They use their findings to agree development priorities and to make bold decisions in line with the vision. Consequently, pupils thrive in this caring and vibrant community.

Vision and Curriculum

The vision is lived out in the positive manner that pupils relish their learning. Adults instil aspiration and inspire curiosity through their creative methods of teaching, which pupils say help them to learn. They skilfully adapt approaches for pupils, including those who have additional needs. Teachers know pupils exceptionally well and careful attention is given to those who find learning more challenging. For example, through one-to-one sessions targeting emotional and social needs. Consequently, pupils are enabled to thrive as they grow in confidence in their learning. The school has built an impressive extracurricular programme, which includes creative arts, sports and gardening. As a result, pupils develop their talents and interests, which allows them to discover new gifts. Leaders maximise the school's location in the countryside and have established highly engaging learning areas outside. This provides space for pupils and adults to experience times of awe and wonder, which enhances their spiritual development. Furthermore, some curriculum areas, such as RE and art, are providing opportunities for spiritual discovery within their topics. However, this is less well developed in other subject areas. Consequently, pupils are not always able to recognise these moments for themselves. This limits the impact of the curriculum on their spiritual development.

Religious Education

RE is valued and prioritised by leaders. The RE curriculum is sequenced so that pupils study a range of faiths and worldviews, including Christianity. Through the curriculum, pupils can consider big questions such as 'why does Easter matter to Christians?' Additionally, the curriculum progressively builds religious literacy through key stages. Furthermore, visits to places of worship and encounters with people of various faiths and worldviews bring learning to life. Consequently, pupils enjoy their RE lessons. The curriculum increasingly enables pupils to explore a variety of religious texts and consider them from different perspectives. In the younger years the curriculum is creative and appropriate, encouraging pupils to explore ideas through discussion and imaginative, hands-on activities. Leaders of RE are knowledgeable and passionate about RE and they support less experienced colleagues to develop their understanding. Additionally, the school works closely with the diocese which helpfully supports curriculum development and staff training. However, at points, the RE curriculum and planned written activities do not always enable pupils to deepen their knowledge of global faiths and worldviews.

Worship and Spirituality

Daily times of worship are central to the life of the school. Leaders thoughtfully design the worship programme so that pupils can creatively experience a broad range of different styles of worship. Right from the nursery class upwards, pupils lead imaginative opportunities for singing, acting, praying and reflecting. This results in very high levels of engagement. It provides a wealth of opportunities for participation, which pupils and adults



enthusiastically value. Consequently, worship contributes positively to their spiritual development. Furthermore, biblical teachings are reflected upon in worship times which help people make positive and kind choices. Equally, the extremely popular Bible club enables opportunities for pupils to explore faith and personal views further. Members of local churches regularly lead services in school and pupils keenly contribute to the life of St Mary's Church. For example, they spend time regularly encouraging local community members at church events, such as 'chat in church'. Consequently, very strong partnerships with local churches enrich collective worship experiences. Pupils and adults feel nourished by this rich expression of Christian togetherness. Parents and carers value the invitation to attend regular celebration and worship times, fostering a broader sense of belonging and fellowship.

Vision and School Culture

Guided by the vision, the school displays a powerful culture of compassionate love and acceptance. As a result, its highly inclusive ethos ensures that pupils, staff and families feel known, valued and cared for. A strength of the school is the nurture and provision offered to pupils, especially those with special educational needs and/or disabilities (SEND) as well as those facing challenges. Families appreciate the school's commitment to meeting individual needs. Consequently, pupils are enabled to thrive as they are cherished by staff who care deeply for them. The vision's emphasis upon kindness and love is a hallmark of the way in which pupils help each other. This is demonstrated through their positive interactions during social times. Older pupils care for those who are younger in a manner that is grounded in respect and kindness. Furthermore, mental health ambassadors actively seek out and encourage those who may be feeling sad. Therefore, pupils know they can find comfort and guidance from their peers. As a result, this fosters a very strong sense of connection with others. The culture equally extends toward adults who work at the school. They value the openness of leaders and equally recognise that the vision enables them to unlock their professional potential. They are empowered as they grow in confidence to develop their professional skills. Consequently, staff feel highly valued and well cared for.

Vision, Justice and Responsibility

The vision drives impressive and creative acts of service towards others. This is because leaders have thoughtfully planned opportunities to intentionally develop pupils' understanding of justice and community responsibility. For example, each class carefully selects charities that they wish to advocate for and to raise awareness of within the community. Locally, pupils foster positive relationships between different generations, creating a special sense of connection. They create gift packages that they deliver to residents within the village through the regular 'kindness walk'. Motivated by the vision that seeks to 'do everything in love', pupils care for the planet and learn about sustainability by growing vegetables in the school garden. They are empowered to take proactive action against the causes of injustice. For example, to protect pollinators, Year 1 pupils courageously lobbied the parish council for wildflower beds in public spaces. The school's work to challenge issues of justice has been recognised by the awards it has rightly achieved. Through these initiatives, pupils understand the importance of responsibility and service towards each other and within their local and wider communities.

Information

Address	Church Street, Nottingham, Nottinghamshire, NG11 6QW		
Date	30 June 2026	URN	122751
Type of school	Voluntary controlled	No. of pupils	104
Diocese	Southwell and Nottingham		
Headteacher	Victoria White		
Chair of Governors	Vicki Beckford		
Inspector	Sadie Batstone		