

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sir Thomas Boteler Church of England High School

Vision

As 'The Boteler Family', we cast all our care on God because He cares for us (1Peter 5:7). Inspired by the God of Hope, guided by the Compassion of Christ and empowered by the Endurance of the Holy Spirit, we aim to provide all our community with an outstanding educational provision in a supportive and inclusive Christian environment.

Sir Thomas Boteler Church of England High 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 vision unifies the community in a desire to care for one another through hope, endurance and compassion. These values are lived out in the community and provide a clear approach to a shared future. In ensuring that the vision is achieved for every student, leaders make bold staffing decisions to fulfil the vision's purpose.
- Leaders know their community well and have created a curriculum that supports, challenges and prepares their young people. This has ensured that the school lives up to its motto of 'high expectations and high aspirations.'
- Creative and expressive approaches to collective worship ensure that adults and students are included and inspired. As a result, students seek out wider opportunities to participate, enabling them to feel valued and enriched.
- The Christian vision has created a culture where people are cared for. Through this, the wellbeing of students and adults is enhanced and prioritised, leading to a greater sense of belonging.
- Religious education (RE) is well led with a high-quality approach to teaching and learning, the curriculum, assessment and feedback. As a result, students understand their individual learning journey and make strong progress in the subject.

Development Points

- Further embed the shared understanding of spirituality across the school community so that opportunities in the curriculum become intentional and impactful. This is so that students are able to develop a better understanding of Self, Others, Beauty and God.
- Widen opportunities for students to respond to injustice. This is so that they understand how they can act to make a positive difference within their community and beyond.



Inspection Findings

Sir Thomas Boteler is a community motivated by caring ‘because He cares for us.’ Unified by the Christian vision, the community lives out the vision through the principles of hope, endurance and compassion. The school values provide a clear approach to a shared future. Leaders make bold decisions, tailoring leadership roles to achieving the vision. Roles are created to meet the specific needs of the community with emphasis on aspiration and building positive relationships. For example, the appointment of a senior leader for parental engagement provides open and clear opportunities for parental input and communication. The vision drives governors as they support and challenge leaders. Governors are well informed and articulate passionately the vision’s impact across the community. The vision inspires a broad approach to education. Over time, this supports flourishing, as barriers to learning are removed and individuals grow academically, personally, spiritually and professionally. The vision’s impact is widened across the locality and trust through leaders’ sharing of good practice, advice and support.

The vision inspires leaders and teachers to offer a curriculum that embeds high expectations, high aspirations and high standards. The curriculum provides a breadth of content and develops a curiosity in young people leading to opportunities for questioning and deeper knowledge. Students learn well and have choices for their future. The impact is measured not only by results, but also through character development, access to opportunity and preparation for the future. Leaders have an understanding of spirituality around the areas of Self, Others, God and Beauty. The curriculum offers some opportunities for spiritual development. For example, approaches to teaching personal development promote a curiosity among students. This is encouraging students to explore how the content, such as safety and health, can be applied to their own lives. However, leaders have not embedded a shared understanding of spirituality across the community. As such, planned opportunities that enable pupils to explore the spiritual dimension to their lives are limited.

Collective worship is inspirational at Sir Thomas Boteler, providing the community with opportunities for spirituality, exploration and celebration. Approaches are varied and encourage student and adult involvement in many ways. Readings, music, singing, drama, videos and talks provide variety to worship that engage and include students. As a result, many students choose to hold leadership roles, such as Worship Ambassadors and members of the Ethos Council. The school’s own ‘Inspire Programme’ for class worship is rooted in the school’s Christian values. ‘Wonder walls’ are in every classroom. These display the current worship themes and have space for writing reflections and prayers. They provide a platform and status for prayer and reflection across the school. For example, one group uses the wonder wall to pray for students preparing for exams. Reflection and prayer are priorities and provide a spiritual approach to exploring key themes. Leaders’ agreed understanding and language for spirituality is beginning to foster more profound reflection within collective worship. Strong partnerships with local churches enhance worship through a broad exposure to Christian traditions and practices. The collective worship lead, youth worker and school chaplain support wider elements of pastoral care and extended support in the school club, ‘Fresh’. This informal opportunity for students to reflect on the relevance of Christian values strengthens the relevance of collective worship to their lives.

Inspired by the vision, equality, equity and inclusion are common threads throughout the whole school. Students and staff are proud to be a part of the ‘Boteler Family’. This sense of belonging ensures that, in times of challenge and difficulty, the community feels supported. Leaders provide a bespoke system of support for students, focussing on the academic, pastoral and professional areas of school life. Students with special educational needs and/or disabilities (SEND) access a broad range of support, including help with literacy and mental health advice. This



develops students' key skills and character while removing barriers to accessing the curriculum. The wellbeing and mental health of students and adults is a priority across the school. A shared responsibility for care through wellbeing ambassadors and staff 'buddies' creates positive interactions at all levels. Staff are supported professionally through developmental sessions as well as specific, personalised opportunities. This approach is particularly impactful for those new to teaching who benefit from both professional development and wellbeing support.

Motivated by the vision, leaders promote a culture where students understand the importance of taking responsibility for others. The curriculum provides a wide range of opportunities to explore themes of justice. For example, in English, topics of poverty, civil rights and advocacy are explored through historical events and stories. These opportunities enable students to develop an understanding of injustice and responsibility, which they articulate well and share with others. The value of justice is a key theme of collective worship. Students thoughtfully explore how justice can motivate people to take action to make a difference. For example, students understand why charities are needed. They donate to the local foodbank at Harvest time. Students are confident in how they would address injustice in the school community and can identify key people they would speak to. However, pupils' understanding of how they can respond to issues of injustice beyond the school is underdeveloped

RE is a priority subject and is valued by students. Teachers produce presentations, images, booklets and activities to a high quality, enabling students to access the content. The aspirational and reflective RE lead works closely with leaders and advisers to deliver a relevant and diverse curriculum. The diocesan programme of study provides a strong foundation for teachers to adapt and further enhance. Through a wide curriculum offer, students develop a deep understanding of Christianity and a range of other world faiths and worldviews. This is encouraging students to reflect on their own beliefs. Students apply their knowledge to explore how religions respond to ethical dilemmas, such as environmental issues. Students enjoy RE and participate well in learning. Through discussion and debate, students are engaged and accept difference. Students disagree well. A nurturing environment makes RE a safe space where students' opinions and perspectives are recognised and students feel valued.

RE teaching is of a high quality. Approaches to assessment and feedback are effective and develop confident learners. Students can talk about where they are in their learning and understand how to make progress. Evidence in books shows how key pieces of feedback are being used by students to improve their learning and address misconceptions. Questioning is a strength of teaching. Teachers provide challenge and check understanding. This means teachers do not miss an opportunity to deepen knowledge. All Key Stage 4 students take the GCSE in RE, demonstrating the subject's high priority. Outcomes are positive, reflecting the subject's strong leadership and teaching. As a result, RE contributes well to whole-school achievement.

Information

Address	Grammar School Rd, Latchford, Warrington WA4 1JL		
Date	02-03 December 2024	URN	144799
Type of school	Academy	No. of pupils	876
Diocese	Chester and Liverpool		
MAT	The Challenge Academy Trust		
Headteacher	Beverley Scott-Herron		
Chair of Governors	Geraint Williams		
Inspector	Terry Hart		