

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Clement's Church of England Voluntary Aided Primary School

Address Henwick Road, Worcester, Worcestershire WR2 5NS

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade

Excellent

The impact of collective worship

Excellent

The effectiveness of religious education (RE)

Excellent

School's vision

'Love your neighbour as you love yourself'. Luke 10: 27

'Love, Learn, Live'.

We follow Jesus' example by valuing and cherishing all God's children in an ever changing world. We are loved so we can love, we learn so that we can grow and therefore live our lives to the full, flourishing in the eyes of God today and in the future.

Key findings

- The school's vision is deeply rooted in Christian theology and understood by the whole community. It drives a highly relevant contemporary curriculum enabling all pupils to flourish.
- The school's vision has excellent impact on staff and the wider community as well as the multi-academy trust to which it belongs. This is seen in outward facing support and resourcing of other schools over a wide area.
- Governance at trust and local level is exemplary in supporting and delivering the distinctive Christian vision. Thoughtful and innovative monitoring and evaluation has real impact in driving improvement and strategic direction.
- Daily collective worship has many excellent features which support and deliver the vision and inspire pupils. However, as a result of the pandemic there are limited opportunities for pupils to plan and deliver collective worship other than at major festivals.
- Religious education (RE) is a particularly excellent feature of the school making a highly significant contribution to the clarity of the vision. As a result, pupils have a depth of theological understanding and proficiency which gives them exceptional confidence in the way they understand the spiritual aspects of life.

Areas for development

- Further develop the opportunities to monitor the Christian distinctiveness of the school, ensuring that this process feeds into the school's strategic planning.
- Following the pandemic, redevelop the role of pupil worship leaders in planning and delivering daily collective worship to improve practice and further strengthen their ownership of the activity.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

An exceptionally strong Christian vision is deeply embedded and lived in an exemplary manner by the senior leadership team, staff, pupils, and governors. Pupils readily understand the vision's source and values arising from it. They instantly connect with relevant biblical material and are adept in handling biblical and theological concepts. They are inspired by the vision with one pupil expressing a strong desire to be a vicar. An excellent sense of shared purpose unites the school, trustees of the Rivers Multi- Academy Trust, parents, and church. The deeply held vision is supported by clergy and highly committed lay people. The hall and communal areas have high quality resources that enhance the clarity of the vision in everyone's minds.

The school uses a highly developed and innovative curriculum relevant to contemporary living. Christian views around the idea of sustainability are one example of this. As a result, pupils see the importance of the curriculum in their lives and are inspired to make excellent progress. The school community has pupils of various faiths and languages. Driven by the vision, pupils maximise the opportunities to explore faith and spirituality that this provides. Leaders encourage adults to flourish through a wide range of approaches to professional development. Examples of this are seen in the various routes taken into teaching. The encouragement to flourish from leaders is very obvious. Emphasis is placed on mental health and pastoral care for all, and staff speak enthusiastically about working at the school. Evidence of innovation in leadership is seen through the existence of a Christian distinctiveness advocate role. There is a clear job description providing strong support for development as a church school. There is excellent practice in implementing the vision seen in the beliefs, hopes and aspirations discussed and shared by pupils and adults alike.

Parents strongly appreciate the approachability of the staff and feel every pupil is highly valued. Letters and testimonials from parents offer strong evidence, and they particularly enthuse about the response to the covid lockdown. The supportive home educational packs produced within a day are seen as a shining example of Christian care. The impact of the care is excellent and evident in the way pupils express their appreciation of school life. There is a well-defined approach to spirituality and clear documents outlining opportunities in the curriculum. As a result, pupils speak about spirituality as the 'golden glue' that holds their lives together. This inspiring and imaginative image is drawn from the Japanese approach to porcelain repair and pupils reflect deeply on it. Pupils also reflect well on their learning, and this is evident in writing and prayers seen in a school prayer book. Pupils are keen to complete this ongoing project as they understand prayer as the heartbeat of the school. Learning about a range of faiths leads to a deeply embedded spiritual maturity in pupils. As a result of the pandemic there are currently only a few opportunities for pupil leadership. There is a sustainability development group which pupils participate in enthusiastically. They readily grasp its importance and relevance to the vision. All this results in an intuitive understanding that the Christian vision applies to all areas of life both academic and personal.

The Christian vision holistically infuses the life of the school. It is evident in every possible way from the quality of relationships to the decision making of the directors. The school is part of the Rivers Trust which strongly shares and supports the vision. The Christian imperative of valuing everyone underpins the way pupils and adults behave towards each other. Pupils remark spontaneously 'We love each other'. They know that as Jesus worked with his followers to

care for everyone, so they strive to do the same. Perseverance with Christian ideals of love and compassion in challenging times is readily lived out.

Pupils respond especially enthusiastically to inspirational, invitational, and inclusive worship. Those from various faiths feel they are deeply included. Muslim pupils express their appreciation of being in a school where there is a clear focus on God. All pupils deeply appreciate the impact of worship on their lives. Collective worship shows the hallmarks of excellent planning. Pupil worship leaders are enthusiastic about their role, but currently have limited opportunities other than at major festivals. Practice around the eucharist is limited by the pandemic. The church is nearby and is used regularly by the school. The impact of this familiarity with the building adds to an understanding of ways to approach God. There is a strong supportive relationship between local churches and the school with members of the school improvement board drawn from the congregations. Pupils are compassionate courageous advocates which is evident in support of Ukraine and other causes relating to justice. Pupils deeply understand the Christian vision that motivates this. Worship is inspirational and uplifting and demonstrates the vision that all are valued by God. Pupils are highly engaged, singing enthusiastically and responding well to questioning and moments of reflection. Christian beliefs about God as Father, Son and Holy Spirit are readily understood and explained. Worship centres around an altar with Christian artefacts and using seasonal colours of the church's year. These items and a simple liturgy are used so pupils become familiar with Anglican practice. Thorough systems of monitoring and evaluation ensure excellent worship is maintained and this deeply impacts on the spiritual growth of all.

RE is exceptionally well planned and led, and very confidently taught by all staff. The RE leader resources and promotes staff development through innovative subject training. This is deeply appreciated within the school, across the Rivers Trust and beyond. A measure of the quality of RE here is that schools over a wide area seek the RE lead's expertise. There is a very strong and engaging RE syllabus. This combines local elements with effective use of the 'Understanding Christianity' resource. Close links with the diocese support RE and the school makes maximum use of everything offered. Governors ensure school leaders regularly monitor the impact of the syllabus enabling a process of continuous improvement. Pupils have a deep and impressive understanding of world religions and other views. They show an excellent appreciation of the need to study world religions to promote global understanding. This is reflected in their own school life. One example is thoughtful interfaith dialogue between Christian and Muslim pupils. Christianity is understood as a multicultural world faith. Feedback to pupils is highly effective in helping pupils gauge their progress and the subject has an excellent impact on their lives.



The effectiveness of RE is

Excellent

RE is a particularly strong feature of the school, and excellent practice is evident throughout the subject. Pupils show very high levels of progress in theological understanding and confidently explain complex issues. High quality features include pupils' ability to enter into confident and competent ethical discussion. They readily apply knowledge of other religions to understanding one another. Their depth of knowledge enhances their spiritual understanding of the world. Inspirational teaching ensures pupils enjoy the subject and deeply understand its relevance.

Contextual information about the school

Date of inspection	15 March 2022	URN	141443
Date of previous inspection	18 March 2015		
School status	Voluntary aided primary school	NOR	203
Name of MAT	Rivers Church of England MAT		
Diocese	Worcester		
Headteacher	Catherine Atkinson		

Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
	Additional significant information (if needed)		
Inspector's name	Jeremy Hellier	No.	899