

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| <b>Bedworth All Saints Church of England Primary School</b>  |                                   |
|--|-----------------------------------|
| Address  | Mitchell Road, Bedworth, CV12 9HP |
| 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  | Good                              |
| The impact of collective worship   | Excellent                         |
| The effectiveness of religious education (RE)  | Good                              |

| School's vision  |
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| Our vision is based on the Parable of the Sower. We use the phrase 'learning and growing together to be the best that we can be' to encapsulate our vision. We aim to provide the 'fertile soil' in which everyone can grow to be the best version of themselves.  |
| Key findings   |
| <ul style="list-style-type: none"> <li>• Collective worship is inspirational, it deepens pupils' understanding of the vision and Christian values and what these look like in daily life. It leads to all treating one another with a high degree of dignity and respect.</li> <li>• Leaders are ambitious, their enthusiasm is infectious. They make bold decisions to raise the impact this Church school has, particularly for pupils and families. However, there is not a systematic approach to evaluating the impact which the Christian vision has on all aspects of a Church school.</li> <li>• Relationships with local churches are impressive, they strengthen worship and significantly enhance support for families. However, opportunities for spiritual flourishing are not identified in subject planning, nor do pupils express their thinking in creative ways.</li> <li>• There is an influential culture of raising pupils' aspirations in what they can achieve. Pupils develop life-long learning skills, changing attitudes so they can flourish.</li> <li>• New approaches in religious education (RE) engage pupils so they recognise the difference it can make to their daily lives. Some initiatives are not fully embedded and have not yet fully influenced pupils' approaches to answer questions of meaning and purpose.</li> </ul> |
| Areas for development  |
| <ul style="list-style-type: none"> <li>• Develop a systematic approach to evaluate the impact which the Christian vision has on all aspects of being a Church school, which involves all of the school family.</li> <li>• Ensure that opportunities for pupils' flourishing in spirituality are identified across all subject areas, so that they can express their deeper thinking in a variety of ways.</li> <li>• Embed new approaches in RE so pupils are confident to draw upon theological and philosophical ideas and those from human sciences to inform their discussions and shape their beliefs.</li> </ul>   |

## Inspection findings

Leaders re-established the Christian vision so that it is central to daily life. They have deepened pupils' understanding of it, so all are confident to recognise how it influences their lives. Leaders ensure the vision addresses the needs of the locality. Fundamental to this are the inclusive approaches of reaching out to all families, so they feel valued. Raising pupils' aspirations is a key focus. Pupils use the language from the Parable of the Sower to explain the vision. They see the soil as the nurture the school provides. Leaders have a secure understanding of the biblical principles underpinning the vision. They see their role as empowering others, just as Jesus did, to be the best they can be. Jesus' teachings show how all can contribute to a community. Leaders are ambitious and passionate about their work as a Church school, leading by example. Their enthusiasm is contagious, it inspires all to live out the vision. Leaders use the vision to drive improvements, making rapid progress as a Church school, which makes a difference for all. For instance, in the support for vulnerable pupils and the quality of work with families. A strong cohesive team live out the vision, so all see the difference the vision makes. Leaders make astute evaluations, leading to some improvements. Governors are dedicated, their monitoring leads to improvements, such as allowing pupils time to reflect on themes from collective worship. However, there is no systematic approach which ensures that all aspects of being a Church school are rigorously evaluated.

Clear biblical principles underpin the school's inclusive approach of welcoming all. Leaders see everyone as being made in God's image and special. Therefore, they develop the best possible care, which changes attitudes and lives. A range of high quality interventions are in place, informed by best practice, to meet diverse needs. Staff are pro-active in reaching out to parents, enabling them to support their children. They go beyond the community's expectations, meeting a series of daily practical issues which enables all to flourish. A culture of aspiration is pervasive. Strong relationships create a safe environment, where mistakes are seen as positive opportunities for further improvement. Learning values are influential, enabling pupils to become life-long learners. Pupils make videos highlighting key aspects of these learning skills which enrich everyone's understanding. Role models from the locality widen horizons of careers to which they can aspire. Various leadership roles, for which pupils have to apply, grows self-esteem, so learners shape initiatives. Success is widely celebrated. Pupils are well supported to recognise their feelings. They are nurtured to recognise individualised strategies which help them to be calm. Mental health and wellbeing approaches effectively support pupils and staff.

The vision inspires leaders to create a curriculum which is progressively planned to meet all pupils' needs. Staff have a shared understanding of spirituality, aware of some opportunities to develop this. However, these are not identified in subject planning, neither do they adequately cover all possible aspects. Pupils are beginning to verbalise their thinking, but they do not use a variety of approaches which enrich their understanding. There are planned opportunities to deepen their knowledge of diversity and difference. These are extended by workshops led by teachers from Spain and missionaries from South America. Literature texts explore global communities and issues such as stereotypes. Pupils, challenged by world events, created an eco council, who challenge waste, leading to greater recycling. Each year classes undertake community projects arising from their ideas. This is increasingly developing pupils' skills to become independent agents for change.

The vision of growing together is seen in the school's partnerships which enhances the difference it makes. The relationships with local churches is an impressive example. There is strong support for governance, whilst a variety of acts of worship are eagerly anticipated




by pupils. Support for families' mental health and a number of practical programmes make a significant difference. The Diocese of Coventry Multi-Academy Trust shapes initiatives, informs monitoring and grows future Church school leaders. Close liaison with a local school strengthens subject leaders who share best practice. Increasingly the school is sharing its own high quality initiatives.

Pupils appreciate that the vision shapes their inclusive, nurturing school family. Christian values inform relationships, so all treat one another with a high degree of respect and dignity. They talk about individuals being different, yet all are valued. Forgiveness is a key part of family life, based on Jesus' teachings, so all can move on together.

Collective worship is an essential part of daily life. It is inspiring, enriching the sense of community. It significantly deepens awareness of the vision and Christian values. Virtually all pupils want to plan and lead worship and have the confidence and skills to do so. They relish creating dramas and posing questions. Their voice continuously shapes improvements. This led to the structure for worship being made clearer, so there is a consistent approach. The leader for worship is ambitious to continue to refine approaches, leading to ongoing improvements. These include an emphasis on visual elements which stimulate and engage. Class worship deepens discussions, so pupils explore the meaning of themes and how they can respond. This makes a real difference for pupils' attitudes and actions. Ideas are recorded in floor books which show a depth of thinking, they are of exemplary quality. These are shared as an example of outstanding practice with other Church schools. Staff skills to lead worship are greatly enhanced, nurtured by meticulous planning. Pupils with a religious faith or none articulate the difference worship makes, valuing the time to reflect. Collective worship is enriched by local churches who send out thoughtful reflection pages for family discussions. This builds a sense of peace for the community, breaking down barriers. As a result, there is a spontaneous yet intentional culture of looking after one another in love.

The RE leader is ambitious, introducing new initiatives and giving the subject a high profile. Staff are developing pupils' thinking. Learners talk about questions of meaning and purpose as if they are a theologian, philosopher or social scientist. This is steadily being embedded. The impact of these discussions is rising, where pupils are increasingly confident to verbalise ideas, listen to others and disagree well. Learners draw on a very well developed understanding of core religious concepts and biblical knowledge. However, pupils' awareness of Christianity as a living faith is less well developed. Learners awareness of RE skills is growing. They talk thoughtfully of world views and make insightful comparisons. Assessment strategies are secure and effectively track pupils' progress. Good practice is shared by the RE lead, who supports staff well. The Christian vision is fundamental to progress and impact which this Church school makes.

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|---|---|-----------------|-------------|--|
|  | The effectiveness of RE is  |                 | Good        |  |
|   | <p>A revised RE curriculum is effectively planned, drawing upon best practice from outstanding schools. The quality of teaching is good and rising. Pupils make positive progress from their starting points. Staff monitor vulnerable pupils' progress and identify strategies which help them to make better progress. Pupils are increasingly confident to draw upon their knowledge and use these ideas to inform discussion and shape their beliefs. More pupils are accessing learning activities which are at a greater depth.</p> |                 |             |  |
| Information   |   |                 |             |  |
| School  | Bedworth All Saints Church of England Primary School  | Inspection date | 24 May 2023 |  |
| URN   | 148319  | VC/VA/Academy   | Academy     |  |
| Diocese/District  | Coventry  | Pupils on roll  | 176         |  |
| MAT/Federation  | Diocese of Coventry MAT   |                 |             |  |
| Headteacher   | Kerry O'Grady   |                 |             |  |
| Chair of Governors  | David Poultney  |                 |             |  |
| Inspector   | David Hatrey  | No.             | 844         |  |