

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Clifton-upon-Dunsmore Church of England Primary School	
Address	Station Road, Clifton-upon-Dunsmore, Rugby, CV23 0BT
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

School's vision
<p>'We encourage our children to have open and enquiring minds in order to enjoy their learning. We seek for our children to have loving hearts, to look after others locally and globally thus contributing positively to society. We aspire for all children to achieve their full potential by always doing their best.'</p> <p>'With open minds and loving hearts, we will achieve.'</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision and accompanying values support pupils and adults to flourish and achieve their potential. Leaders know the school well. Their monitoring of the impact of the vision is informal and so more implicitly shapes the development of the school as a Church school. • The curriculum and extra-curricular offer provide a wealth of activity to nurture reflection. This leads to widespread spiritual development. At this time, adults and pupils have a limited shared language with which to express their spiritual growth. • Pupils with additional learning, personal and social needs are very well supported. Staff work closely with families to overcome barriers to learning. Inclusion is secured, so that all pupils thrive as individuals within a loving, Christian-based community. • Collective worship is excellent because it ignites pupils' hearts and minds. The relationship between school and church, including with volunteers and foundation governors, is one of joyous 'togetherness' where all grow in love. • Religious education (RE) makes an outstanding contribution to how pupil and adults understand their place in our diverse and multi-cultural society. The subject is a powerful expression of the vision to learn together with open minds and loving hearts.
Areas for development
<ul style="list-style-type: none"> • Leaders, including governors, to build on their existing monitoring of the Christian vision so the process is more evaluative and explicitly drives the school as a Church school. • Consider a wider range of expressions and language of spirituality so that adults and pupils may confidently articulate their spiritual growth.

Inspection findings

Clifton's Christian vision and values have evolved over time. They are well understood as based on the biblical examples from the parable of the Good Samaritan. Pupils and adults are 'good Samaritans' to each other. A number of values are explored through the excellent worship and the curriculum, so that pupils explain how the values help them. For example, several pupils explained the importance of 'respect' as it encompasses the other values. Pupils are friendly and accepting of each other because of the biblical origins of the vision. The Christian foundations of the school are widely understood, secure and effective. Leadership at all levels is a clear expression of the statement of 'open minds and loving hearts'. Leaders, including governors, are conscious of the impact of the vision. Formal systems to do this are at an early stage of development. Families trust the school and are very appreciative of the care shown to their children. In return, family support for the school, often through the dynamic parent teacher association, is both generous and enriching.

Such care is part of the loving culture of supportive learning that is the hallmark of the school. This is best seen in the way that pupils with increasingly complex social and emotional needs are sensitively integrated into the school community. Staff are trained to identify and provide bespoke support. This is particularly important as resources are stretched. A parent commented, 'we got frustrated but so did the school with how long it took to access specialist help.' In cases like this, leaders make their decisions based on their vision that all achieve, even when such decisions may be at some cost. Inclusion is non-negotiable at Clifton. Members of the community talk of the 'very Clifton way' meaning how everyone is welcomed, nurtured and loved. Consequently, pupils become well-rounded individuals ready to move onto Year 7 and beyond. It is no surprise that many former pupils keep in touch with the school. There are several examples where Clifton has opened its arms to a pupil from elsewhere and upheld them to have confidence and self-belief. Consequently, behaviour is lively and good-humoured, but also respectful.

Staff make learning engaging and fun. They ensure that time for reflection is integral to the timetable. In addition, they guide pupils to make meaningful links between subjects. For example, reading extracts from the 'Diary of Anne Frank' in the context of Judaism, persecution and what makes good leadership. Conversations with pupils of different ages is strong evidence of the impact of the 'big questions' explored. It is a delight to talk with them and hear their views expressed with growing maturity and insight. The school has not yet developed a shared language with which to discuss spirituality. As a result, adults and pupils have a more limited vocabulary with which to articulate their spiritual growth.

Collective worship has a powerful impact on the lives of pupils and adults. All worship is closely referenced to the Christian vision and values. Worship has very clear Christian elements of style and theme. Pupils talk with confidence of Abraham, Noah, Jesus and Peter, amongst others whose message and life speaks to them. The relationship between the school and church is especially fruitful. A class attends worship in church every week in term time. This enables pupils to be familiar with Anglican traditions of prayer and worship. Prayer is natural and inclusive. Each Year 6 group writes prayers for the school to use after they have moved on. Those in Year 7 still, therefore, have a presence at Clifton and younger pupils remember them. Pupils know they may join in with prayers if they wish, or to reflect respectfully, if they prefer to do so. Clergy, foundation governors and members of the congregation, show genuine interest and commitment to the pupils and staff, which makes connections deep. Pupils feel at home in church. They consider it 'theirs'. Singing in worship, which is enthusiastic and joyous, has led to a school choir with an impressive number of members. This has inspired the formation of a church-based choir that involves pupils from

Clifton and other schools. Pupils join the parish team of bellringers and so extend their contribution to the local village. As a result of the way the school and parish work together, families are engaging with more services in church. In myriad ways, therefore, the school, church and families 'look after each other'.

Themes explored through worship often ignite pupils' social conscience. They are eloquent activists, campaigning for a range of causes that are dear to them. Some of these are connected to families in school. A link with the 'ASHA' charity in India is long-standing. Pupils acted with immediate compassion to address needs there when floods destroyed housing. Such actions are testament to the vision of making a difference at a local and global level. Environmental issues are at the forefront of the school's service to world-wide causes. Pupils champion these so that the school is established as the local centre for recycling of waste products, like crisp packets, that are harder to reuse. As a pupil astutely noted, 'It is incredible how this school tries to help things out of our control, we open our hearts.'

Members of staff are valued and encouraged to explore their own interests and talents. This benefits pupils in all classes. For example, staff with gifts in art and design technology teach pupils to produce work of exceptionally high quality. Displays around the school showcase the way pupils produce artwork of a standard rarely seen in a primary school. Through staff expertise, therefore, pupils experience spiritual growth through creativity. Pupils' work is also celebrated in the parish church, adding to the sense of an 'entwined' relationship.

Religious education (RE) widens pupils' horizons. The subject skilfully opens minds and hearts so pupils have a deep empathy and knowledge of different religions and cultures. Pupils are aware that there are different traditions of worship within Christianity. Leaders ensure the subject is well resourced. Class teachers do not teach their own class RE. However, they are kept up to date with developments in the subject through ongoing professional development and the very popular RE days. Pupils bubble with excitement, explaining how these days challenge their thinking about their place in our diverse world. RE here has a significant impact on other schools. Clifton staff contribute to subject development across the Diocese and local authority. In this way, the school makes a positive difference to what is taught in other schools.

Clifton's vision is a force for good. This school exemplifies the vision of inclusivity and service to others. A pupil summed up that to attend this school is 'the greatest gift'.

Information			
School	Clifton-upon-Dunsmore Church of England Primary School	Inspection date	6 July 2023
URN	125670	VC/VA/ Academy	Voluntary controlled
Diocese/District	Coventry	Pupils on roll	226
Headteacher	Lisa Bernard		
Chair of Governors	Richard Allan		
Inspector	Allyson Taylor	No.	768