

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Pendock Church of England VC Primary School | |
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| Address | School Lane, Pendock, Staunton, GL19 3PW |
| 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 | Good |

| School's vision |
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| We aim to enable and encourage all those connected with Pendock school to be the best that they can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness. |
| Key findings |
| <ul style="list-style-type: none"> • The Christian vision, with its intrinsic values, forms a framework for hope and aspiration. This enables Pendock school to be a nurturing, caring and inclusive place for all. • The vision, enacted by staff at all levels, is inspired by the headteacher who models leading and learning in love. This empowers everyone to feel hopeful about the future. • Inclusion and the well-being of pupils are at the heart of the school's work. Consequently, the school is characterised by supportive relationships. • Through collective worship and the school's partnership work with local church leaders, spiritual development is deepening. However, there are insufficient opportunities for pupils and adults to practise reflection. • Purposeful provision in Religious Education (RE) helps pupils to reflect on their own religious and philosophical convictions. Assessment processes are less well developed, as is pupils' understanding of the range of major world religions. |
| Areas for development |
| <ul style="list-style-type: none"> • Further develop the provision for and practice of reflection throughout the curriculum so that pupils can grow spiritually through experiences of stillness and reflection. • Further develop approaches to assessment in RE so that pupils' progress can be monitored and tracked, and any gaps in learning can be addressed. • Further expand pupils' knowledge and understanding of major religions in addition to Christianity. This will prepare them for life in a multi-faith society. |



Inspection findings

Pendock Church of England Primary School cherishes its Church school foundation. This ensures that great energy is given to the Christian vision in all its work. The vision strongly reflects its underpinning Bible verse (1 Corinthians 12:27), which illustrates the importance of being united as the body of Christ. Staff therefore see themselves as one collective body of support. Consequently, they ensure that everyone, including the most disadvantaged, are valued. This exceptional practice is a significant hallmark of the school's work. The deeply considered values inform how the school lives out its mission, to encourage all to be the best they can be. Each value is exemplified with a biblical text, giving the vision coherence, relevance, and sustainability. Pupils and adults alike express a strong sense of affinity with these teachings, viewing them as guides for their own lives. Effective self-evaluation has enabled leaders and governors to make some well-considered, courageous strategic decisions. Motivated by the Christian vision, the headteacher embodies a positive energy, which inspires others in hope. This has enabled the school to face the many challenges of the recent pandemic. All engaged with the school demonstrate 'pride in Pendock', which lends an unmistakeable vitality to its culture.

The Christian vision enables this small school to provide effectively for all its learners. As a priority, the school is enabling vulnerable pupils, including those with special educational needs and disabilities, to flourish and experience success in their learning. The good range of extra-curricular opportunities enhances personal development. Staff demonstrate unstinting care and compassion, working with outside agencies to secure appropriate support. Examples of how the generosity of the school has made a critical difference to individuals and their families abound. Its approach to celebrating diversity means every pupil is valued as a child of God. The resulting ethos is uniquely vibrant and joyful.

Staff embody the Christian vision, modelling the school's values at every turn. Consequently, relationships across the school deepen the mission to serve the common good. Behaviour is good because pupils customarily treat one another with kindness and respect. They describe how they play beautifully and forgive easily. The resulting calm and happy atmosphere sparkles with enjoyment. Parents likewise feel welcomed and supported by the school, knowing someone will always make time for them and find ways to help. Through its strong partnership with local churches, the school contributes meaningfully to the religious and spiritual life of its community. One example of this are the church coffee mornings, held in school and seen by parishioners as vital to their unity.

The curriculum ensures that pupils can look beyond themselves and ask big questions that concern them. They relish and often request this philosophical debate. There are opportunities for engagement in social action and charitable work, supporting local and national causes. Teachers explicitly reference the school's Christian vision and its intrinsic values to model and inspire desirable behaviours. Good relationships amongst pupils throughout the school bear testament to their ability to embrace and honour difference and diversity. They talk movingly about how they are helped to develop self-acceptance and perseverance to overcome personal challenges. They are especially articulate about the exploitation of the natural world and see themselves as its advocates. Pupils also understand how courageous advocacy can mean taking quiet, subtle actions on behalf of others.

The school's vision and values inspire significant support for good personal development. Its bespoke provision for individual needs promotes well-being and is a great strength of its work. The school has developed a collective approach to spirituality with well-considered classroom reflection areas giving space for pupils to develop their own spiritual responses. However, there are insufficient opportunities for pupils to experience moments of stillness,



and prayer across the curriculum.

Collective worship is invitational and creative, involving a range of members of the community. Each act of worship is carefully planned, with an impressive, growing attention to the layers of experience inherent in each. Leaders are now considering how collective worship will leave people thinking and feeling. Prayer is a natural and valued part of the school's culture, and diverse experiences of worship provide opportunities for this. Especially popular are the Open the Book days where pupils can participate. As a result, pupils feel involved and appreciate the variety of worship styles offered to them. Opportunities to celebrate the liturgical year are shared with the local churches, with Christingle, Christmas and Easter services being the highlights. Pupils speak movingly about how the teachings of Jesus give them a sure foundation for the life choices they make. They show good understanding of the concept of the Trinity. Pupil-led worship is popular, offering accessible content to which their peers can readily respond. Families share in the joy and fellowship of worship through weekly celebration assemblies.

RE is a growing strength, and a direct expression of the school's vision. It is largely in line with the Church of England Statement of Entitlement. Planning and delivery in RE have undergone a recent review and now collective class books evidence the full range of individual learning and responses. These new books also show a rich and engaging approach to teaching and learning. The curriculum meets the requirement for the proportion of Christianity that is taught and takes account of different faiths and worldviews. Lessons provide a safe space for pupils to explore and express their views and growing understanding of Christianity as a living and diverse world faith. However, pupils' knowledge and understanding of different faiths is less well informed. Respect for all viewpoints is both encouraged and nurtured. As a result, pupils are developing age-appropriate skills of enquiry, analysis and interpretation. Leaders are passionate about the subject and good practice is shared within the school. Staff have benefitted from high quality training through the diocese and are trusted to use their unique skills to provide innovative learning opportunities. Pupils' love of learning in RE is clear. The multi-disciplinary approach to learning enables pupils to develop their knowledge and understanding in meaningful ways. Assessment in RE has been recently reviewed, and new processes for collating pupil attainment have been put in place. However, these systems that will enable teachers and leaders to track learning, knowledge and skills and know how well pupils learn in RE, are under-utilised.

All members of Pendock's community are united in their belief that the Christian vision and values enable everyone to flourish. This vision makes a powerful difference to the lived experiences of those in its community.



| Information | | | |
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| School | Pendock Church of England VC Primary School | Inspection date | 14 June 2023 |
| URN | 116838 | VC/VA/Academy | Voluntary controlled |
| Diocese/District | Worcester | Pupils on roll | 49 |
| Headteacher | Hannah Moon | | |
| Chair of Governors | Paul Massey | | |
| Inspector | Bridget Knight | No. | 876 |