

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

<b>Radford Semele Church of England Primary School</b>	
Address	School Lane, Radford Semele, Leamington Spa, CV31 1TQ
School vision	
<p>'A family of learners expecting the best'.          'I have come that they may have life and have it to the full'. John 10:10          Every child is valued as an individual at our friendly and welcoming school. We foster a love of learning, make lasting memories and take pride in achieving educational excellence.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Pupils and adults flourish because leadership, at all levels, fully understands its community and lives out its distinctively Christian vision. It is powerfully infused into all aspects of school life. Interwoven are the schools values, secured and strengthened with theological text and lived out in the everyday working of the school.</li> <li>• The school's engaging and innovative curriculum is fully focused on meeting the needs of all pupils. It is an expression of the school's vision giving all an opportunity to flourish.</li> <li>• Collective Worship is distinctively Christian and central to the daily life of the school. It is inclusive, welcoming and challenges pupils' thinking and actions inviting inspiration. Themes linked to the school's values underpinned by scripture, facilitate and effectively promote spiritual development.</li> <li>• The school's vision promotes an exceptional culture of compassion, care and encouragement for all pupils and adults. It is tangibly evident in the consideration to and provision for everyone in the school community.</li> <li>• Religious education (RE) provides significant opportunities for pupils to flourish and deepen their understanding of Christianity as a world wide faith and of other world faiths.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Build on and expand pupils' understanding of social injustice. Widen the scope of local, national and international opportunities, so, by guiding and supporting, pupils will come to understand how they can be brave change makers.</li> </ul>	
Inspection findings	
<p>Determined leaders conscientiously and faithfully live out the school's vision. At all levels leaders demonstrate dedicated conviction which drives forward all aspects of their work, underpinned by the school's biblically grounded values. They unswervingly ensure everyone is valued, included and given the opportunity to excel. They are mindful that anyone who might be struggling, adult or child, doesn't go unnoticed or unsupported. As a result of the vision, leaders have created a nurturing culture in which all are cherished for who they are. Consequently, adults and children flourish by 'living life to the full' and 'expecting the best'. Leaders are resolute in their determination to protect and support the wellbeing of all. Extensive provision includes a counsellor and staff</p>	



mental health trained 'First Aiders' who undertake a regular wellbeing questionnaire for staff. Governors ensure actions from this are followed up. Pupils are provided with the opportunity for regular 'check ins' with an adult and are provided with dedicated areas in school such as the 'cosy room' and 'well being area'. Although in its infancy, 'Zones of regulation' has been introduced to support pupils' recognition of their feelings. The Christian vision is tangibly evident in the school's consideration and care of the most vulnerable.

Leaders work tirelessly ensuring the vision is central to shaping future improvements such as the introduction of the spirituality policy. Motivated by the vision, governors make bold strategic decisions such as the deployment of funds for vulnerable pupils, employment of a counsellor and the provision of the 'the reflection area' in the playground.

The design, content of and approach to the curriculum is securely built on the school's vision and values. The best is expected from all in the school family. Sharing an understanding that behaviour is a form of communication makes a significant contribution to this. Pupils know the relevance and significance of being 'kind, respectful and ready' wherever they are in school. The curriculum, provides pupils with assorted opportunities in their 'mastery lesson afternoons.' Taught by specialists, pupils enjoy forest school, Spanish, music and cookery lessons. These, together with extra curricular clubs, support and enable pupils to 'live life to the full'. Pupils gain new experiences, develop character, resilience and new skills. Within the school there is a growing and deepening understanding of spirituality and this is a focus of the school's current work.

There are examples of strong provision for spiritual development within the RE curriculum strengthened by the work undertaken with the diocese. This is further enhanced by the close links with the parish churches when, for example, exploring aspects of faith and spirituality. A trained counsellor is available for staff and identified pupils benefit from therapy such as 'talking and drawing' illustrating how the school's emphasis on 'getting alongside', creating a safe space for exploring important issues, is demonstrated.

Collective worship is a significant moment at the beginning of each day in which all participate. School values rooted in scripture guide worship and enhance spiritual growth for all. Described as the 'beating heart of the school', adults highly value gathering together for self reflection and stillness. Affirmed by all, singing together provides a unifying and spiritual experience. Older pupils articulate confidently that worship is a time to reflect, for silence and prayer. They describe their understanding of spirituality as 'letting us be us.' Worship allows them to 'calm down, concentrate, give a physical and mental focus, feel comfortable and safe.' Pupils share the view that they all 'sit together as a family of learners expecting the best.' Collective worship is routinely evaluated by adults and pupils and outcomes are shared with all worship leaders who make considerations. Worship enables all to flourish.

Pupils are developing their understanding of social injustice and how they can be change makers. Whilst an encouraging start has been made and their actions are laudable, they are fundraising for pre-existing causes. Scope is limited for exploring opportunities to become bold campaigners for social justice and change. An encouraging start has been made with the inclusion of girls football.

Religious education is highly effective. Pupils acquire substantial knowledge due to the well planned and sequential curriculum. It has a profound impact, enabling pupils to gain a clear understanding of the importance of faith to believers. They develop a particularly secure appreciation of Christianity as a global living faith and name countries where Christianity is practised such as Switzerland. Pupils comment that 'Christianity has no limits'. Keenly, pupils express that regardless of religion 'everyone should be treated the same'. Pupils factual knowledge of different religions is impressive, such as how and why people pray. Demonstrating detailed knowledge, younger pupils

understand the importance of the Friday Shabbat meal for followers of Judaism. They confidently explain their learning about Christians, who celebrate and believe in Jesus and how he healed people. They speak about how they learned to say 'sorry' and forgive. Animatedly they describe what Christians celebrate at Easter, Christmas and explain the Trinity as Father, Son and Holy Spirit. Older pupils strongly express that it is important to learn about different religions so that respect can be shown to each other. They are clear that RE is a place where you can explore different faiths, express opinions and not feel judged even if you don't have a religion. Religious education is taught for a whole day half termly. This enables deeper uninterrupted thinking and consideration of 'the big questions'. Pupils enjoy it because it helps them to focus. They say 'It stays in your memory better, deep deep down and you remember'. As a result RE contributes very effectively to pupils' spiritual development.

The school's vision 'a family of learners expecting the best' permeates throughout its work and is upheld in the flourishing of both pupils and adults.

The inspection findings indicate that Radford Semele VC Primary School is living up to its foundation as a Church school.

Information			
Inspection date	5 October 2023	URN	125665
VC/VA/Academy	Voluntary controlled	Pupils on roll	210
Diocese	Coventry		
MAT/Federation			
Headteacher (Acting)	Faiyza Anwar		
Chair	Cara Jenkins		
Inspector	Sally Kaminski-Gaze	No.	2238