

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Lawrence Church of England VA Primary School, Southam	
Address	Dog Lane, Napton-on-the-Hill, Southam, CV47 8LU
School vision	
<p style="text-align: center;">Nurture Together Soar</p> <p style="text-align: center;">A happy, church school that nurtures the unique talents of individuals and brings them together so that 'they will soar on wings like eagles'. Isaiah 40:31</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders live out the Christian vision enabling pupils and adults 'to soar' within an environment of nurture and happiness. New leadership inspires the school community and recognises the unique talents of individuals. • People are treated well at St Lawrence's. The school's policies and practices ensure that reconciliation and forgiveness lie at the heart of pupils' exemplary behaviour. • The strong partnership between the school and local church is central to village life, acting as a beacon of hope. Staff, governors and volunteers from the parish unite to seek the best for all in the local community. • Inspirational collective worship is inclusive of all and invites those present to explore a wide range of Christian teaching. Opportunities for spiritual growth across the life of the school are plentiful. • The religious education (RE) curriculum is well sequenced to ensure progression of skills over time. The high profile of RE, coupled with skilled subject leadership, ensures that pupils achieve well in lessons. 	
Areas for development	
<ul style="list-style-type: none"> • Establish a shared understanding of spirituality, so that a common language is utilised by people. This is to enhance experiences of spiritual development for pupils and adults, within worship and across the curriculum. • Extend opportunities for pupils to explore questions of justice and think deeply about global inequality. This is to develop pupils' ability to make ethical choices as they drive projects to tackle injustice globally. 	
Inspection findings	
<p>Leaders at all levels create a happy and nurturing school in which pupils and adults flourish. A strong sense of togetherness permeates St Lawrence's. This is enhanced by recent changes to senior leadership. Leaders live out the vision through their actions and within the decisions they take. Governors know the school well and dedicate their time to ensuring that pupils thrive in school. Decisions regarding curriculum changes are one example of how leaders have reviewed policy and practice by considering the vision. The biblical foundation of the vision is made explicit, enabling everyone to 'soar like eagles'. Parents rightly articulate that staff nurture the talents of pupils and</p>	



support them to achieve well academically, socially and spiritually. Images of soaring eagles act as a reminder of the vision and are displayed across the engaging learning environment. Systems deployed by leaders to monitor the impact of the vision are effective. For instance, governors visit regularly to monitor provision in worship and RE. Leaders utilise diocesan pastoral support and training effectively. This empowers governors to hold leaders to account for the development of St Lawrence's as a Church school.

New leaders have reviewed the curriculum to ensure that it is shaped by the Christian vision. Units of work on migration and enslavement are examples of the changes recently made. This is to support pupils in learning about cultures and issues of injustice in the world. A wealth of extra-curricular opportunities is harnessed by pupils to enrich their education, from the school orchestra to cup-stacking club. Teachers strive for pupils to soar academically. Consequently, achievement is high. Those considered to be vulnerable are well nurtured and cared for in this loving community. Strong pastoral support for pupils and families enhances this provision. For example, the recent arrival of several refugee pupils, who were fully embraced within the school community. They settled well and are blanketed in the nurturing care offered by peers and staff. Rapid intervention coupled with practical support enables pupils to flourish. School life is rich with experience for spiritual growth. Moments of awe and wonder within the day are used effectively, enabling reflection and to develop curiosity. Staff do not share a common language to articulate spirituality. Consequently, there are some missed opportunities to enhance the spiritual development of pupils.

Collective worship is a cherished part of the day for pupils and adults alike. Leaders plan themes for a group of local schools, building upon the Christian calendar as a starting point. This is enriched by relevant biblical and secular stories to reinforce the vision and associated values. Worship enables those present to develop spiritually and to value times of invitational prayer and reflection. Music plays an exciting part in this and celebrates the talents of many. The school orchestra play exceptionally well and offer a wide repertoire of hymns and songs. The range of worship styles used imparts an impressive knowledge of the Bible and teachings of Jesus to those present. Pupils enjoy regular opportunities to lead and plan acts of worship. Whilst they make contributions to the evaluation, this does not consistently apply to all pupils. Consequently, there are missed opportunities for them to articulate the impact of worship on their spiritual development. Moments of prayer are invitational and enable people to engage in reflection times. Classroom prayer spaces are well used and valued by pupils and adults. A strong and long-lasting partnership exists between St Lawrence's Church and the school. This mutually beneficial relationship offers much to everyone involved. Volunteers from the congregation give generously of their time to support in school and foster the strong partnership that exists.

A culture of nurture runs through the school like a golden thread. Pupils' behaviour is exceptional at St Lawrence's. Policies and practices are firmly rooted in the nurturing Christian vision. Pupils rightly report that bullying seldom happens. They are empowered to resolve minor disagreements using established systems which are founded on reconciliation and forgiveness. Well trained staff intervene, supporting families and pupils when required. Good mental health and wellbeing are a priority for leaders. Consequently, support is plentiful when it is needed. All are enabled to live well together in an inclusive environment that values the individual.

The Christian vision inspires pupils and adults to seek every opportunity to support those less fortunate in the local community. A wide range of charitable causes are engaged with, and pupils understand the difference they can make in their community. They encounter a selection of opportunities to demonstrate responsibility towards others. Strong partnerships with local charities, such as food banks, enable pupils to learn about deprivation. Visits to the food bank enable them to see firsthand what this organisation does in their locality. Opportunities for pupils to develop a sense of tackling injustice in the world are underdeveloped. Whilst pupils explore some questions of

justice, they do not consistently think deeply about global inequality. Within school, there are opportunities for pupils to take leadership roles in a range of projects. For example, the eco club develop recycling initiatives and learn how ethical decisions are taken for selecting utility suppliers.

RE is a priority for leaders. Classroom and communal areas richly display the learning that takes place in lessons. Knowledgeable subject co-ordinators ensure that the RE curriculum is thought-provoking and challenging. Coverage is well-balanced between world religions and worldviews. As a result, all thrive in exciting and stimulating lessons focused on exploring big questions. The curriculum looks at Christianity as a global faith and makes connections between the vision and the learning taking place. Lessons are well-sequenced and RE days are used to discover content in considerable detail. Pupils report that the use of debate, drama and visitors enriches the curriculum. RE enables pupils to think deeply and empowers them to ask theological questions of adults. The subject is well-resourced, and members of the church are called upon to support teaching about Christianity. Diocesan training is cascaded to teachers so that developments are swiftly implemented.

The regular monitoring of RE is robust and thorough. Lesson observations, pupil interviews and work scrutiny contribute effectively to this system. Consequently, teaching and learning in RE is highly effective. An assessment system is placed to review achievement at the end of each unit of work. This is drawn together by leaders to inform teaching and learning over time. Work in RE books is of a high quality and shows that pupils take pride in their learning.

The inspection findings indicate that St Lawrence Church of England VA Primary School is living up to its foundation as a Church school.

Information			
Inspection date	6 February 2024	URN	130884
VC/VA/Academy	Voluntary aided	Pupils on roll	191
Diocese	Coventry		
MAT/Federation			
Headteacher	Bethan Hanna		
Chair	Jan Sanchez and Jim Sleight		
Inspector	Toby Long	No.	896