



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

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| Henley-in-Arden Church of England Primary School | |
| Address | Arden Road, Solihull, B95 5FT |
| School vision | |
| <p>'Living life in all its fullness' (John 10:10) motivates us to look to Jesus as our guiding light. He inspires us to live out our Christian values and to strive for excellence in all that we do, celebrating life in all its fullness.</p> | |
| School strengths | |
| <ul style="list-style-type: none"> • The school's distinctly Christian vision enables its community to flourish. Empowered by collaboration within the multi academy trust (MAT), leaders ensure that the vision is a lived reality. Adults and pupils are 'living life in all its fullness'. • Leaders have used the vision as a corner stone of curriculum design. Considerable thought is given to ways in which they can best meet the needs of individual pupils. The inclusive focus on using the arts to support learning ensures enthusiastic pupil engagement. • Collective worship is at the heart of the school day. Through this, pupils are inspired to embrace the school vision and values and put them into action in their own lives. The relationship between church and school is highly valued. • The use of art, music and drama in religious education (RE) gives pupils the confidence to share their own feelings and beliefs. They enjoy discussion and are interested in and respectful of the views of others. | |
| Areas for development | |
| <ul style="list-style-type: none"> • Enrich RE by providing a balance across different approaches and disciplines. This will enable pupils to better understand that religion and world views can be influenced by time, place and culture. • Embed the school's shared understanding of spirituality. This is to deepen pupil's spiritual development by making explicit the many opportunities across the wider curriculum. | |
| Inspection findings | |
| <p>Henley-in-Arden Primary School place the distinctly Christian vision at the core of all they do. The vision is faithful to the Church of England foundation of the school and rooted deeply in the Bible, using John 10.10 as inspiration. Staff are highly motivated and wellbeing is strong. This is due to leaders' resolute ambition that every member of the school community should thrive and be 'living life in all its fullness'.</p> <p>The school is empowered by membership of Arden Forest Church of England Multi-Academy Trust. The trust's commitment to collaboration and support is evident in both staff recruitment and professional development. Staff communicate regularly with colleagues in other schools who have similar responsibilities. These opportunities provide mutual support and valuable time to share and</p> | |

refine practice. Trust wide projects such as 'diversity in art' enable pupils to work collaboratively. This project deepens understanding of Christian cultures across the world.

Governors know their school well and are dedicated to school improvement. They strive to enable pupils to benefit from a full and engaging school experience. Alongside leaders, they regularly monitor provision to evaluate the ways in which the school vision impacts upon the flourishing of the whole school community. This has led to the allocation of further resources to enrich playtimes. Activities, equipment and spaces have been developed to support pupils' cooperative and creative development outside the classrooms.

This is a truly inclusive school. Alongside the primary school, Tilman Lodge provides specialist support for pupils with education and health care plans (EHCP). Pupils, staff and parents of pupils who attend the Lodge are also highly valued and an integral part of the whole school community.

The vision of 'life in all its fullness' is the cornerstone of curriculum design. Considerable thought is given to strategies that best meet the needs of both mixed age classes and specialist provision. Consequently, leaders have developed cross curricular themes that are taught across each setting. Units, such as, 'who am I and who am I becoming?' and 'celebrating difference' thoroughly engage pupils of all ages. A strong focus on creativity enables spiritual development. These opportunities are not explicit within the curriculum structure. There are a broad range of extra-curricular opportunities on offer. Pupils cherish outdoor learning and forest school. This includes pupils from Tilman Lodge proudly taking on responsibility for leading activities for younger pupils on 'Wellie Wednesdays'.

The relationship between church and school is strong. The church regularly contributes to worship and hosts the school for services such as those at Christmas and Easter. Collective worship brings the whole school together. Adults and pupils appreciate the time to pause and reflect. Bible stories are explored to illustrate 12 Christian values. Pupils and adults enjoy opportunities to lead and participate. They contribute prayers and comments in reflection books. This enables them to read, share and respond to individual thoughts and feelings. Pupils are clear that worship is invitational and participation is optional. They enjoy the opportunity to sing and do so with huge enthusiasm. The diocese event at St John's, the local church, brought together schools and their wider community, strengthening the bonds between school, church and home in joyful, musical celebration.

There is a shared understanding of what spirituality means in this school. 'Spirituality Day' was a vibrant expression of 'life in all its fullness'. It encouraged pupils to explore what it means to be spiritual and the ways in which this might be expressed. The analogy of a ring donut still resonates with pupils today, especially the memory of eating them afterwards. The outer ring representing mind and body, the centre spirit or soul, each as important as the other. Pupils now have a greater understanding that the vision of 'living life to the full' includes personal growth for mind, body and spirit. Pupils explain how the school strategy of using 'windows, mirrors and doors' encourages them to put this into practice. They 'look out' of the window to see how their school vision or values are present in the world, using the Bible as inspiration. Using the mirror, they 'reflect' on their own actions, considering their personal response and who they wish to become. Finally, by going 'through' the door pupils aim to make a change in their daily life. Parents share examples of children putting these values into practice at home. Each Friday in collective worship Year 6 values ambassadors share examples of individual pupil achievement in applying the values in school. Nominees are thrilled to share their successes with the whole school.

Building strong, trusting relationships between staff, pupils and parents is essential to the school's inclusive Christian ethos. The school community value each other's contribution in enabling adults

and pupils to flourish. There is a clear understanding that to 'live life to the full', promoting an individual sense of personal wellbeing is key. Governors have supported leaders to make bold decisions and provide strong pastoral support for both staff and pupils. Provision for pupils with special educational needs and/or disability (SEND) is also strong. Staff consider each pupil's response not only to their learning but their mental health and wellbeing too. Pupils are able to access specialised pastoral support programmes or counselling when needed. They feel cared for and safe. Due to this personalised approach pupils report that you are 'never alone at this school'.

The school ethos, vision and values are a lived reality for the school community. Pupils treat each other well and are inclusive of others. They build strong friendships including pupils attending Tilman Lodge. All are encouraged to take responsibility for their actions and seek reconciliation and forgiveness if they have upset others. Pupils at Henley are interested in making a difference to their community. Whole school curriculum units, such as, 'dreams and goals', with its focus on sustainability and inclusion, have inspired them to take action. They wrote to the chief executive of the MAT to enquire about sustainability and request a 'living wall' to improve air quality. Subsequently, they were given permission for a sponsored walk and the wall of plants is now displayed at the school entrance. Collective worship also inspires pupils to be agents of change. They are concerned about homelessness and food poverty, donating resources to the local foodbank.

Supported by diocese training, subject leaders support staff to deliver RE with confidence and creativity. Pupils' study a balance of religions and worldviews. The curriculum is well sequenced so that pupils build on their understanding of key concepts over time. RE is taught through a range of disciplines including theology, philosophy, human and social sciences. This balance is not explicit in planning and as a result pupils sometimes miss opportunities to consider how religions and world beliefs are influenced by the contexts of culture, place and time. Pupils are keen to discuss their learning and make connections with their own lives and aspirations. As a consequence, they are interested and respectful of other's opinions, understanding the relevance to multicultural Britain today. Staff assess and track pupil achievement to evaluate areas of strengths and further development. Teachers then adapt planning to address misunderstanding and deepen learning. This evaluative approach enables pupils to achieve well and make strong progress.

The inspection findings indicate that Henley-in-Arden Church of England Primary School is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 8 May 2024 | URN | 140135 |
| VC/VA/Academy | Academy | Pupils on roll | 124 |
| Diocese | Coventry | | |
| MAT/Federation | Arden Forest CofE MAT | | |
| Headteacher | Kate Adcock | | |
| Chair | Victoria Trevor | | |
| Inspector | Claire Dunstan | No. | 2222 |