

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tudor Grange Primary Academy St James	
Address	Halifax Road, Shirley, Solihull, B90 2BT
School vision	
Stand firm in the faith. Be courageous. Be strong. Do everything in love.’ 1 Corinthians 16.13-14	
School strengths	
<ul style="list-style-type: none"> • The school’s Christian vision is lived out in daily life through its well-established values of love, faith and courage. As a result, pupils and adults flourish. • The vision is embedded through the wider curriculum. This enhances the holistic development of pupils. • Dedicated staff are unwavering in their nurture and support of pupils. As a result, pupils including those with additional needs thrive in a loving and inclusive Christian environment. • Staff are treated well; morale is high and they flourish. Cohesive relationships and high standards of behaviour exemplify the Christian vision . • Existing partnerships provide guidance, support and direction. As a result, staff are more confident and knowledgeable in their roles. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure that the monitoring of collective worship and religious education (RE) is systematic and rigorous. This is to ensure continuous improvements are made as a Church school. • Embed an agreed understanding of spirituality so that pupils can be spiritually aware and its impact can be measured. • Ensure opportunities exist for children to engage as true agents of change. This is to ensure they understand more around injustice both locally and beyond. 	
Inspection findings	
<p>Tudor Grange Primary Academy St James is a school where both pupils and adults are cherished and valued as children of God. The deeply considered Christian vision is central to the life of the school. It forms the lens which guides decision making. Academy trustees and leaders play a strategic role in developing the life and character of the school. They offer rigorous yet appropriate challenge to school leadership. The work of the academy trustees and leaders exemplifies the school’s vision and its strong Christian commitment to see pupils and adults flourish. The vision of the Trust aligns with the school’s Christian vision effectively.</p> <p>Pupils’ understanding of the Christian vision and values are central to the school’s success. Pupils ability to articulate the values illustrates the importance which the school places upon them. As defined by one pupil: ‘Love is a definition of kindness, the little things that people do for others.’ Pupils express the determination to do what is morally right. Rooted in biblical examples, the values are demonstrated by pupils. They are modelled by staff and leadership as well as supported by the parents and the wider community. Parents and carers who represented other faith communities were warmly welcoming of the Christian vision and the values.</p> <p>The school’s commitment to the Christian vision is unwavering.</p> <p>As a result of the school’s vision-led curriculum, rich learning experiences provide opportunities to flourish. Leaders seek ways to support pupils. Carefully chosen topics motivate pupils enabling them to succeed in their learning. A determination to adapt teaching to meet individual pupils’ needs</p>	

means that barriers to learning are quickly identified and removed. Pupils with a diverse range of needs are supported inclusively and are actively included within the life of the school. Parents and carers are grateful for the effectively targeted work in supporting pupils additional needs. As a result of this work, pupils thrive at Tudor Grange Primary Academy St James. Pupils talk passionately about the life of their school. They are rightly proud of their school and their successes. A wide range of after school clubs including music, sport and creative activities excite pupils beyond the classroom. Pupils benefit greatly from these enrichment opportunities available and the leadership roles which are offered to them.

Collective worship is central to the life of the school and is well-planned. It is a focal point of the day bringing the school community together. Whether pupils are members of other faiths or have no faith, all are invited to participate. They talk of their sense of belonging in worship. Pupils are supported in gaining a good knowledge of the Christian faith and Bible stories. They are respectful, they engage and they contribute. Members of the Chaplaincy Team talk with pride about their roles. They contribute to worship both in the school and at the local church. This continues to impact positively on their lives resulting in a growing faith and a stronger relationship with God. Pupils are involved in planning, creating, and leading worship. This includes writing and reading prayers that support their spiritual development. Pupils from a variety of faith groups effectively articulate their feelings of collective worship. Pupils talk of parallel values and the importance of God being at the centre of their lives. Further opportunities allow pupils to reflect and develop spiritually through the use of reflection areas within classroom areas. These spaces are considerably linked to worship themes. They offer pupils and staff the time and space to think about messages from worship. The school works in close partnership with the local church. Pupils and their families enjoy taking part in a range of services as a community. They speak fondly of the importance of this relationship between home, school and church.

Pupil prayers are thoughtfully shared in worship. Prayer life is further enhanced through the local church who have published some in their magazine. Although pupils believe prayer is a vital feature of their day-to-day life, there is some lack of consistency in its place across the school. Furthermore, pupils are less able to define spirituality and where this is seen in school. The school accepts that this work is in its early stages.

Staff and pupils at Tudor Grange Primary Academy St James are nurtured and valued. Pupils talk of the support, love and kindness shown. Pupils feel safe. It is evident that the school 'does everything in love' effectively living its' vision each and every day.

Pupils can articulate where to go for help in times of sadness or distress. They talk fondly of the 'Hive' and how staff '*support you when things are difficult*'.

'*Teachers are courageous – they never give up*', pupils explain. All pupils are encouraged to '*be courageous*' '*to be strong*' and '*to do everything in love*'.

Staff can articulate the school Christian vision and can effectively explain how the vision impacts on their daily work. The nurture, care and compassion shown between all members of the school is a clear strength – enabling people to flourish.

Staff talk of the Trust and how after listening, new opportunities were provided to develop the skills of support staff. Staff talk warmly of school leadership - of the value, care, attention and support shown. Whether new to the profession or experienced, staff value the 'open-door' policy. They state – '*there is no hierarchy*'. The support of leaders towards the staff is much appreciated. Staff value the care and thoughtfulness. As regularly quoted: '*You are a person first and foremost, you can't pour from an empty cup*'. Both pupils and adults are treated well. As a result, people flourish.

Pupil voice is a valued feature of school life. The school actively listens to its pupils, giving them a strong voice in various ways. They respect and understand that they can shape and direct school life. Whether members of School Council, Eco Council, Student Executive Body or the Chaplaincy Team, pupils make valued contributions to school life. Pupils have the opportunity to consider ethical and environmental choices. Their understanding of injustice and how to be an effective agent of change across a wider world is less understood.

RE is planned effectively. Pupil work whether in exercise books or floor books represents a wide range of faiths and beliefs. Learning is enhanced through the wide range of opportunities to visit various places of worship. Pupils talk eagerly of these experiences.

Through close study of Bible passages and stories, pupils demonstrate a deep religious literacy, especially relating to Christianity. The opportunity to regularly welcome members of the church community for Bible Art and to visit the church for Messy Church further enhances the understanding of the Christian faith. RE experiences include learning both outside the classroom as well as within. Even the youngest pupils are able to articulate their understanding of religious stories and how they make them feel. They make insightful comparisons between religions. RE is valued as an important subject with a high profile. Diocesan training has been beneficial and welcomed by the staff team.

The opportunity to assess the quantity and quality of RE is in its infancy. Although informal procedures have been employed, formal assessment processes are early in development.

The inspection findings indicate that Tudor Grange Primary Academy St James is living up to its foundation as a Church school.

Information			
School	Tudor Grange Primary Academy St. James	Inspection date	8 th May 2024
URN	139007	VC/VA/Academy	Academy
Diocese/District	Birmingham Diocese	Pupils on roll	242
MAT/Federation	Tudor Grange Academies Trust		
Headteacher	Holly Lynch		
Chair of Governors/ Trust Board	Dr Peter Rock		
Inspector	Shaun Miles	No.	C.23/24