



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

<b>Bidford on Avon Church of England Primary School</b>	
Address	Bramley Way, Bidford on Avon, Warwickshire, B50 SQG

School vision
<p style="text-align: center;">“I have come that they may have life, and have it to the full,” John 10:10.</p> <p>By sowing the seeds of curiosity, creativity, compassion, faith, hope and courage pupils flourish as valued members of the world community, as educated citizens and as part of God’s creation:</p> <p style="text-align: center;">‘With God all things are possible,’ Matthew 19:26.</p> <p>Bidford on Avon C of E Primary, through its inclusive Christian ethos promotes the well-being, aspiration and self-worth of all pupils and staff.</p>

School strengths
<ul style="list-style-type: none"> <li>• Inspired by the vision of wanting all to be included and flourish, leaders have actively created a nurturing learning environment. Staff ensure vulnerable pupils and those with special educational needs and/or disabilities (SEND) are well supported. As a result, pupils achieve and thrive.</li> <li>• The school has a well-balanced, and sequenced religious education (RE) curriculum. This enables pupils to have a secure understanding of a range of world beliefs. They carefully consider how this knowledge influences their own lives and are respectful of others.</li> <li>• Mental health and wellbeing are a top priority for the school. A strong, supportive, close-knit team provide excellent care and support for pupils and adults ensuring needs are effectively met. This results in a welcoming and happy school.</li> <li>• Collective worship is inclusive and thoughtfully planned. Pupils cherish calm and peaceful opportunities for reflection and prayer enhancing their spiritual growth.</li> <li>• Pupils have a powerful sense of their responsibility to themselves and each other leading to positive relationships and exemplary behaviour.</li> </ul>

Areas for development
<ul style="list-style-type: none"> <li>• Ensure there is clarity in the biblical roots of the school’s vision so that the Christian narrative is well embedded. This is so that all members of the school community understand and can clearly articulate the impact of vision.</li> <li>• Build on current practice and provision to provide explicit opportunities for spiritual development across the curriculum and beyond.</li> <li>• Develop pupils’ ability to become more aware of injustice in the world. This is so that they can make a positive difference by acting as agents of change.</li> </ul>

Inspection findings
<p>The community of this happy school know how to live well together. School leaders and governors understand the context of the school well. They strive to make sure that all members can succeed. The vision seeks to include everyone, adults and pupils are recognised as unique and made in God’s image. The Trinity Knot is a focal part of the vision, pupils recognise that they are all part of one body and connected together. The governing board is fully involved in the life of the school. Evaluation of the impact of the vision informs school development and decision making. New pupils, and their families, welcome the kindness of the school community. Parents speak with enthusiasm about the way pupils care for each other. They recognise that staff look out for those who are not always flourishing. Leaders have a deep understanding of the significance of the vision and that it is based on</p>



Christian teaching. They seek to ensure that it is relevant to its context and is lived out every day. The biblical roots of the vision are not clear for all members of the school community. Consequently, some are not able to understand and articulate the vision's importance.

The curriculum design is based on the school's vision for pupils to thrive as part of God's creation. The curriculum is rich, and broad, enabling the pupils to learn and live well together. School leaders appreciate the importance of understanding of life beyond the community of Bidford on Avon. The three key strands of spiritual development, academic development and character development underpin the curriculum design. Activities are carefully planned to meet the needs of a wide range of learners. In addition to regular monitoring by teachers and leaders, pupil's voices are regularly sought and acted upon. There is a clear focus on providing opportunities for reflection both in structured learning and in the wider school environment. Parents are positive about the wider curriculum offer which makes the school particularly welcoming. However, there is not a shared understanding of spirituality or a consistent use of vocabulary.

Collective worship is a valued part of the day. It is a focus for spiritual development across the school. Pupils and adults welcome the opportunity to share and pray. They reflect together on something beyond the self that connects all beings to each other and God. Worship is planned so that it explores the school's Christian values. The well-established liturgy, upon which worship is based, celebrates the Trinitarian nature of God. Staff and pupils are confident when leading worship. They use Bible stories and drama presentations to strengthen Christian values. Pupils know that worship is invitational and inclusive. When asked about spirituality a pupil commented, 'Worship is a chance to become closer to God and to think about what he says to me.' Pupils learn prayers as well as writing their own which enhances their spiritual development. Links with St Laurence's Church are valued and have been maintained whilst the church appoints a successor. The 'Open the Book' team and the inspirational lay preacher impact on the pupils understanding of Bible stories. Personal prayers and biblical quotes related to worship are displayed in the classroom reflection areas. These further develop the positive spiritual impact of worship on pupils.

Pastoral care is a strength of the school. Compassion as 'love in action' is at the core of leaders' actions. The school capably supports its diverse community. Skilfully led well-being and pastoral teams ensure pupils feel safe and welcome. Time has been invested in ensuring staff can provide tailored support for individuals. This commitment includes support within school, provided by visitors such as the Educational Mental Health Practitioner. Pupils have a secure understanding that they can raise concerns with staff. They welcome initiatives like the popular 'Talk Boxes.' Identified needs are quickly met through the provision of workshops focussing on subjects such as sleep deprivation. The school is determined that those pupils who have faced significant challenges in their lives will be supported to flourish. Outdoor learning, where there has been substantial investment, deepens pupil engagement with spirituality. 'Blue Banders' support harmonious play development and the pupils enjoy social times. Pupils understand and apply the school's ABC behaviour code and show strong self-awareness and relationship skills. Pupils care about the wellbeing of their peers and are consistently polite and respectful towards each other and adults in school.

The vision, 'With God all things are possible' underpins the focus on fairness and justice amongst the school community. Pupils have a powerful sense of their responsibility to themselves and each other. They understand the importance of good relationships to create a caring community. There is a culture of pupils supporting each other across the entire age range. Leaders focus on teaching clear expectations for behaviour and staff facilitate an approach of forgiveness and reconciliation. This supports pupils in managing their responses. Pupils' multiple leadership opportunities help them to know the power of their voice to care for others. However, they do not always understand how they can make impact on unfairness and injustice in the wider world. Pupils care for God's creation and the world, participating in a litter pick of their local area, raising awareness in the process. Pupils

particularly enjoy the ‘Santa Run’ and raising money for compelling causes including a local hospice and Water Aid. However, pupils are not yet confident in being independent advocates for change.

RE is skilfully led. Through the carefully planned scheme, pupils are introduced to world religions and enjoy comparing beliefs and practices of different faiths. Teaching builds on pupils’ knowledge and understanding. Systematic assessment systems are in place to identify knowledge progression. These are used to identify next steps and inform planning. RE is monitored carefully and pupil voice considered to form a focus for professional development. Teachers adapt learning so that pupils ‘flourish as valued members of the world community,’ and ‘as part of God’s creation.’ Pupils discuss stories from The Bible with confidence. They apply their learning to their own lives and to the vision of the school. Pupils articulate their learning with assurance and demonstrate an understanding of how religion impacts on people’s lives. They value that everyone is entitled to their own opinion and not judged by others. Pupils do not all understand that Christianity is a diverse, global faith where practices vary.

The inspection findings indicate that Bidford on Avon Church of England Primary School is living up to its foundation as a Church school.

Information			
School	Bidford on Avon Church of England Primary School	Inspection date	26 June 2024
URN	125625	VC/VA/Academy	VC
Diocese/District	Coventry	Pupils on roll	313
MAT/Federation	n/a		
Headteacher	Andrew Simms		
Chair of Governors	Rob Williams		
Inspector	Gillian Paterson	No.	C.23/24