

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

<b>Romsley St Kenelm's Church of England Primary School</b>	
Address	Bromsgrove Road, Romsley, Halesowen, B62 0LF
School vision	
<p>At St Kenelm's we provide a safe environment where all are recognised and valued as unique Children of God so that they are ready to face any challenge enabling them to flourish.</p> <p>Linked to the story of Noah's Ark.</p> <p>Core values – respect, courage, friendship, fairness and kindness.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders have created an 'ark' for everyone to flourish, which provides a safe haven for all. This outworking of the vision leads to pupils and adults thriving.</li> <li>• The vision-shaped curriculum develops the uniqueness of each child of God, preparing them to progress through life. Leaders prioritise and protect those who are more vulnerable or have special educational needs and disabilities (SEND).</li> <li>• Worship is central to the school day and inspires pupils to treat everyone as an individual. The church-led story sessions lay a strong foundation for families to understand the Christian roots of the vision and values.</li> <li>• Leaders have made bold staffing and budget decisions to prioritise the mental health and wellbeing of the school community. This is supported by pastoral chaplaincy from the church, showing deep care for everyone.</li> <li>• Effective leadership in religious education (RE) has established a challenging and relevant curriculum, which enhances pupils' learning. This is strengthened by opportunities to learn about the diversity within different religions and worldviews.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Develop a shared understanding of spirituality to help teachers identify and plan for opportunities for spiritual development across the curriculum.</li> <li>• Deepen opportunities for prayer or reflection in collective worship and throughout the school day. This is to provide more space and time for pupils' spirituality to flourish.</li> <li>• Equip pupils with the skills necessary to become effective agents of change, building upon their understanding of injustice issues.</li> </ul>	
Inspection findings	
<p>St. Kenelm's vision has guided it to become an 'ark' or safe haven for adults and pupils to flourish. The care and respect shown to each individual are tangible. This is explicitly communicated in the actions and relationships of the adults across the school. For example, conversations between adults about being courageous, which the children recount overhearing in the corridor. Pupils value the adults who are 'the reason we genuinely flourish as students'. There is a deep understanding of the story of Noah across the school. For example, pupils in Year 1 can retell key details of the story.</p>	

They relate it to how it helps them understand God better. Older pupils describe how the animals lived together on the ark despite their different needs. This leads the pupils to care for each other and to make wise choices to live in peace. They relate how Noah and his family were caretakers and how the adults in the school demonstrate the same care for them. As a result of diocesan training, leaders effectively monitor and evaluate the school's development to ensure that its Christian character and ethos are central to its work.

Leaders have shaped the curriculum to serve the school's vision and context. Through this lens, every child is viewed as a unique child of God. Their needs and experiences are carefully considered when evaluating the effectiveness of the wider curriculum. For example, a residential visit was relocated closer to the school to ensure pupils with more complex needs could attend. This leads to happy learners with few instances of poor attendance. A wide range of clubs and activities broaden the opportunities for every pupil. These include playing musical instruments, story based yoga and a range of sports. All groups of pupils access these activities. These help pupils develop skills that will take them beyond primary school. This mirrors the temporary nature of the ark. A programme of visits and visitors, such as scientists, broadens their experiences and aspirations. This extends to the adults who are actively encouraged to take on new roles and qualifications in their career paths. They flourish by thriving in their individuality, resulting in a staff team that deeply cares for each other and the wider community. 'Outdoor days' combine learning and worship opportunities to maximize experiences in the forest school and grounds. As a result, pupils have a deep concern for the care of God's creation.

Pupils are encouraged to use the library, garden and forest school as reflection spaces. They value these and regularly choose to use them. Leaders have evaluated and adjusted classroom reflection areas to suit each class's needs. In addition, some year groups use reflective journals in classroom worship. These journals provide pupils with a creative opportunity to express their own flourishing spirituality. However, these are not used by all Key Stage 2 classes. The lack of a shared language of spirituality has led to a disjointed approach to its development across the curriculum. For example, opportunities for spirituality are identified in the early years and forest school planning but are not evident elsewhere.

The whole school community demonstrates kindness and respect for everyone. This includes those who are looked after and those with SEND. These inclusive values enable all pupils to flourish, especially through difficult times. Leaders carefully consider the broader impact of staffing and budget decisions to prioritise pastoral support for the vulnerable across the school. As a result, these pupils flourish. This is seen in their growing confidence and courage to take on challenges in their learning. This reflects Noah's struggles in overcoming obstacles to building the ark.

Welcoming and respectful acts of worship enable everyone to connect the vision and values with the teachings of Jesus. Staff lead inspirational whole school and classroom based worship. Governors and leaders evaluate this by consulting pupils. This led to changing the start of worship, which has increased pupils' participation and enjoyment. Upon entry to the hall, their joyful singing creates a special atmosphere. This extends beyond the school, with many parents playing the songs at home. Introducing an opening prayer themed around the values has reinforced the central role of the vision. It has created a familiar structure that welcomes and affirms each person as they move from singing to focusing on the theme. Pupils are inspired by their times together. This is demonstrated by individuals using sports to fundraise for homeless charities or leading a litter pick to care for creation. They explain how Bible stories and Jesus' teaching underpin the school's values. The varied settings for worship, including house groupings, provide further opportunities for pupils to lead and flourish. Worship helps them understand 'who Jesus is better'. The main Christian festivals are celebrated at the church or nearby village hall. This has increased parental attendance at these special events. Pupils are invited to pray during worship and at key points in the school day.

However, their experiences of different styles of prayer and reflection are limited.

The local church supports worship in the school through regular clergy and volunteer involvement. Despite the distance between their buildings, the two communities have formed a close partnership. This has impacted both communities. The school supports new clergy as they develop their skills in leading collective worship. At the same time, the regular presence of clergy in school at lunchtimes provides additional pastoral support. This has helped staff and pupils through challenging times. The church also leads a creative 'Storytime' project with the youngest pupils and their families. These include activity packs for parents that help them understand the significance of the Christian festivals and school values. The sessions lay a solid foundation which the ethos is built upon and enables both communities to spiritually flourish.

Pupils have a deep understanding of the value of fairness as seeking equity. An active school council and learning ambassadors enable them to develop leadership skills. The buddies scheme promotes friendship across the school. The care and responsibility shown by pupils for each other is strong. The value of fairness is developed through worship and lessons exploring issues of injustice, such as climate change, racism and poverty. The active eco committee has organised several school initiatives with local recycling groups. Pupils have good ideas for tackling issues such as food poverty and waste. However, some opportunities to equip them with the skills to become change makers are missed. For example, the themes for persuasive writing are not matched to pupils' ideas about bigger justice issues. As a result, few pupils know how to act by 'stepping up for what they think is right'. Where individuals do, they lack the necessary skills to develop these further or the opportunity to encourage others to join them.

The RE curriculum enables pupils to explore a range of religions and worldviews. This includes understanding the diversity within religions, such as the similarities and differences between progressive and orthodox Judaism. Leaders have reviewed the curriculum map to ensure effective subject progression and sequencing. Pupils confidently discuss key beliefs and reflect on how they affect their worldviews. They value the subject because it prepares them for understanding the wider world. A programme of visitors and visits has increased their knowledge of the diversity of local faith traditions. Teachers are supported through relevant training and effective monitoring to quickly address any gaps in subject knowledge.

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

Information			
Inspection date	13 June 2024	URN	116846
VC/VA/Academy	Voluntary controlled	Pupils on roll	195
Diocese	Worcester		
MAT/Federation			
Headteacher	Suzanne Shackleton		
Chair	Nicola Copitch		
Inspector	Mark Harrington	No.	2208