

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Bartholomew's Church of England VC Primary School	
Address	53-67 Princess Way, Stourport-on-Severn DY13 0EL

School vision
<p>Throughout the St Bartholomew's community, we provide a caring and inclusive learning environment where all children and adults are happy, feel safe and know that they are valued; nurturing hope and aspirations to flourish and develop God-given potential.</p>
School strengths
<ul style="list-style-type: none"> • The positive impact of the school's Christian vision drives leaders' work in supporting pupils to flourish as unique individuals. Nothing is too much trouble for this school in its determination to allow each pupil to flourish and reach their potential. • The positive outworking of the school's vision ensures that the curriculum enables the more vulnerable pupils to thrive because of carefully constructed support. • Through leaders' strong provision for mental health and wellbeing, pupils and adults are supported through challenges and difficulties. The impact of the school's work resonates beyond the school gates into the wider local community. • The Christian vision drives the nurture and support the youngest pupils receive in this school. This ensures that children have a strong start in their education and personal growth. • The positive relationships between Severn Academies Educational Trust (SAET), and school are mutually supporting staff to flourish, both personally and professionally.
Areas for development
<ul style="list-style-type: none"> • Ensure leaders develop a shared understanding of the school's chosen language for spirituality so that pupils and adults are confident in articulating their spiritual growth. • Extend plans for collective worship so that they encompass the breadth of the Christian tradition. This is to support pupils to have a deeper understanding of the wide range of diversity within the Christian faith. • Expand pupils' knowledge and understanding of worldviews in religious education (RE), in order that they can make sense of the wider world around them.
Inspection findings
<p>Across the school community, the deeply rooted Christian vision enables pupils and adults to demonstrate what it means to truly thrive. Leaders, including governors, are resolute in their belief that every child should be able to flourish. Their work on revisiting their vision, supported by the Diocese, ensures that it remains at the heart of all they do. The plans and policies they put into place embody this vision. Parents rightly identify that leaders across the school are excellent role models for their children. They say that they 'appreciate the basic set of ethics that the vision and values give to their children and the positive impact it has for their future life'. Leaders and staff work relentlessly to improve their provision. As a result, pupils and adults thrive in this nurturing community.</p>

Shaped by its Christian vision and values, the school is an inclusive and welcoming community for all who enter. Leaders ensure that there are a variety of opportunities that excite and enable pupils' individual growth beyond the academic. This nourishes the 'whole child'. Teachers know their pupils well and this means that those with specific learning needs are supported through bespoke interventions across all age groups. There are 'no lost sheep' in this school. The work of the 'Cherry Orchard', in supporting pupils social and emotional learning, exemplifies the strong provision in place. Leaders ensure that the curriculum embraces a range of exciting trips and visitors to school so that pupils' horizons widen beyond their own locality. In turn, this then raises aspirations. The 'Harmony curriculum' encourages pupils' spiritual awareness through the use of 'big questions'. This helps pupils understand how the world where they live is bigger than they can imagine.

Collective worship is appreciated by the entire school. It allows this community, built on Christian love, a valued opportunity to come together to stop, reflect and celebrate. The school's distinctive vision shapes and drives this provision. There is a clear structure to the school's planning for collective worship, which includes understanding the Anglican church's year through key festivals and celebrations. Use of simple Christian responses, including lighting the candle, underpins worship. Most pupils join in enthusiastically throughout, including for reflection or prayer. Pupil singing in collective worship is joyful, especially the school song, written to celebrate the vision at St Bartholomew's. Staff and pupils talk about the importance of this time in their own lives. For example, pupils talk about their understanding of 'the Lost Sheep' and what it means for them as they approach their daily activities. Leaders acknowledge that pupils are not confident to explain the impact of how they feel. This is because there is not a shared and fully understood language of spirituality. Leaders have started work on this, introducing the 'head, heart and hands' model, but this is currently at a very early stage of development. Relationships between the school and local parish are effective in supporting collective worship in the school. Pupils enjoy visiting the parish church for Christmas and Easter and this relationship demonstrates a loving partnership open to all. They also enjoy taking part in the community celebrations such as 'the Three Kings Procession'. Pupils' experiences in collective worship of the wide range of diversity within the Christian faith is limited.

Leaders, driven by the school's Christian vision, ensure that at the heart of their provision are expertly trained practitioners. This targeted work supports pupils' social and emotional wellbeing. It matches individual needs and is highly valued by all in the community. As a result, pupils are ready to access learning because of the high-quality support they receive. Parents fully appreciate the decisions leaders make when ensuring that this remains a key aspect of the school's work. Pupils demonstrate positive relationships with one another exemplified for example, through their lively and considerate responses during a debate in class. They are polite and respectful towards one another, and visitors from the local community, such as the history society, comment positively on this. Pupils talk with pride about their school, and what it means to them to belong. One pupil commented on how proud they were to belong to the school because, 'there are no outcasts here'. Leaders, including 'trust leaders', rightly regard wellbeing as a high priority in school. Staff comment positively about the impact of this for their own workload. Staff are appreciative of the ways in which they are supported to develop professionally across the trust. The school's vision is lived out through the opportunities for staff to step into new roles. Staff professional development led by the Diocese has had significant impact in their role as leaders of a Church school.

Local partners talk passionately about the difference the school is making to the lives of pupils. These partnerships support pupils' understanding of the role they play not only in their own community but in the wider world. Planned opportunities within the curriculum support pupils' knowledge of some of the wider issues, such as climate change. Pupils' work, such as the solar power windmill, demonstrates their response to these challenges. This curriculum focus is supported within the trust. Pupils talk with excitement about the recent trust event to solve problems around pollution and global warming. Opportunities that inspire pupils to act independently, supporting their ethical decision-making are not in place. Consequently, pupils' understanding of global issues of inequality and injustice is underdeveloped.

Leaders demonstrate their strong commitment to RE through provision which ensures that the expectations for Church schools are met. There is a carefully sequentially planned curriculum for RE. This allows pupils opportunities to build their knowledge and understanding of both Christianity and other world faiths over time. Early years pupils particularly enjoy their kitten puppets which help them to understand key early concepts of Christianity. Support from the Diocese has ensured that additional resources have been purchased. This is helping pupils and staff to understand Christianity as a world faith. Pupils are not confident to make links across their learning in RE. This limits their knowledge and understanding.

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

Information			
School	St Bartholomew's Church of England VC Primary School	Inspection date	21 June 2024
URN	143833	VC/VA/Academy	VC
Diocese/District	Diocese of Worcester	Pupils on roll	238
MAT/Federation	Severn Academies Educational Trust		
Headteacher	Executive Headteacher Ian James		
Chair of Governors/ Trust Board	Wendy Taylor - Chair of the Trust		
Inspector	Helen Springett	No.	C.23/24