

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Long Itchington Church of England Academy

Vision

'Whatever you do work at it with all your heart' Colossians 3:22

Strengths

- The Christian vision is lived out by leaders. They are passionate about the school and its community. As a result, pupils and adults thrive because they are treated well.
- A desire to 'work with all your heart' underpins the implementation of a shared vocabulary for spirituality. Meaningful opportunities to reflect spiritually are provided, particularly through collective worship. As a result, pupils are beginning to talk about spirituality with more confidence.
- Religious education (RE) is well led and managed. Leaders have ensured that the curriculum is carefully planned to meet the needs of the school. Pupils are given opportunities to develop their skills, knowledge and understanding of a range of religions and worldviews. Consequently, pupils speak confidently about their learning and understanding.
- Adults and pupils value the opportunity to gather as one school within collective worship. It provides meaningful moments for those present to develop their personal spirituality. Collective worship is shaped by the Anglican foundation of the school.

Development Points

- Enhance systems for monitoring and evaluating the impact of the Christian vision, ensuring they are rigorous and strategic. This is to enable leaders to have a deeper understanding of the ways in which the vision supports pupils and adults to flourish.
- Establish consistent opportunities for pupils to drive and lead social action across the school. This is to help them recognise how they can initiate change and make a difference to the world around them.



Inspection Findings

Long Itchington is a school where pupils and adults thrive. Passionate leaders are committed to supporting the welfare of the whole school community. Through recent turbulent times, leaders have ensured that the vision has remained central to the school. Consequently, it is shared and understood. Pupils and adults embrace the vision and understand that whatever they do they should work at it with all their heart. As a result, they are committed to developing their skills and talents. They feel valued and appreciate the opportunities they are offered. The vision is the inspiration behind decision making by leaders. For example, investment in a nurture area provides pupils with a space where individual needs can be nourished. Committed governors are a regular presence in school and are beginning to link their monitoring to the vision. However, monitoring by leaders, including governors, is not systematic and does not always evaluate the impact of the vision.

Leaders have ensured that the curriculum reflects the vision. It is carefully crafted for the context of the school. For example, a link with The Royal Shakespeare Company provides exciting experiences and opportunities to flourish. As a result, pupils engage well with their learning. A generous offer of extra-curricular activities leads to pupils flourishing beyond the school curriculum. Every effort is made to remove barriers for pupils with special educational needs and/or disabilities (SEND). As a result of carefully targeted training, staff adapt learning for pupils with SEND, empowering them to succeed. In partnership with a Christian charity the school provides mentors for young people. Their bespoke provision, which includes sport and physical activity, encourages positive engagement with learning, allowing pupils to thrive. Close partnership with the diocese has enhanced the provision for spiritual growth. The curriculum offers planned opportunities, and a shared vocabulary enables adults and pupils to discuss spiritual development confidently. Display boards throughout the school celebrate individual examples, often reflecting service or responsibility. Sharing these moments gives them significance and value.

Collective worship has a positive impact on the lives of pupils and adults. It provides an opportunity to start the day as a school family, united by the vision. Planned using a range of high-quality resources, it inspires pupils and adults to live the vision. Shared engagement between pupils and adults supports an understanding of biblical teaching. A strong culture of worship through music encourages enthusiastic engagement, enhancing pupils' understanding of diverse Christian worship and spirituality. Songs are both sung and signed adding to the already inclusive approach. Pupils know that everyone is welcome in worship and reflect 'it doesn't matter if you are Christian or not'. Pupils and adults personalise prayers and reflections, respecting others' opinions. Invitational prayer is embedded in school life, with many personal examples in reflection areas. Older pupils take it in turns to capture the message of the collective worship in a whole school floor book. This gives pupils an opportunity to explore the biblical teaching more thoroughly and consider its impact on their lives. There is a strong relationship with Holy Trinity Church. The vicar regularly leads worship in school and in church. Members of the church community are regular visitors to school providing live music in collective worship and bible story dramas. Pupils benefit from these interactive approaches to collective worship and can confidently recall what they have learnt.

Relationships at Long Itchington are rooted in the vision. Christian values are regularly revisited to meet the needs of the school community. Consequently, pupils can reflect on what the vision means to them and how the core values shape their actions. For example, the value of courage inspires them to put full effort into their work. As one pupil said, you must 'keep trying'. Values such as forgiveness, friendship, and respect are lived out through the positive behaviours that are evident throughout the school. An ethos of wholehearted effort promotes good behaviour both in class and during social times. The wellbeing of both pupils and staff is central to the school's vision. Adults appreciate the supportive community of approachable colleagues. They rightly identify this as contributing to positive mental wellbeing. Pupils benefit from 'the nest' and appreciate its



inclusive nature. They see it, along with the forest school, as a safe space where adults are available to support them. Led by the vision, leaders use resources carefully to ensure pupils are treated with respect and dignity. This inclusive approach enables pupils and adults to live well together.

Pupils understand the meaning of justice and describe it as 'keeping things fair and equal'. Leaders carefully plan the curriculum providing opportunities for pupils to explore the diverse world in which they live. As a result, pupils can recognise when things are unjust. For example, pupils read a book called 'My Name is Not Refugee', which inspired them to collect donations for charity. Years 5 and 6 have recently worked with a racial advisory group developing a logo. This resulted in pupils winning a prize and money for the school which was used to celebrate different cultures. Pupils take pride in their school, enjoying responsibilities like litter picking, keeping classrooms tidy, and supporting in worship. This fosters good citizenship and a strong sense of responsibility towards others. They participate keenly in projects which enable them to challenge injustice. However, pupils' leadership in driving and leading this work is less developed.

RE has a high profile in the school. Leaders keep up to date with developments in RE. They benefit from working with the Diocese of Coventry Multi Academy Trust and the Diocesan Board of Education (DBE). As a result, the school has shaped a newly introduced RE curriculum which is challenging and well sequenced. Local visits to churches and places of worship, combined with firsthand accounts from visitors, enrich the curriculum's diversity. RE meets all requirements for a Church of England school. Leaders have a detailed plan of training and staff are well supported by a pro-active and knowledgeable subject leader. As a result, staff feel more confident and the status of RE has been raised. RE is regularly reviewed in governor meetings, with governors participating in training from the DBE. This allows them to gain a clear understanding of strengths and areas for improvement, ensuring RE is well-resourced. RE provides meaningful moments for pupils to consider a breadth of religions and worldviews while respecting different faiths and cultures. The RE curriculum inspires pupils to work with all their heart.

Information

Address	Stockton Road, Long Itchington, Southam, CV47 9QP		
Date	14 November 2024	URN	146149
Type of school	Academy	No. of pupils	185
Diocese	Coventry		
MAT/Federation	Diocese of Coventry Multi Academy Trust		
Headteacher	Rebecca Richards		
Chair of Governors	Mary Briggs		
Inspector	Kaye Healy		