

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stretton Church of England Academy

Vision

‘Let your light shine’

‘Let your light shine before others, that they may see your good deeds and glorify your father in heaven.’

Stretton Church of England Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Through an outworking of the vision, the school diligently serves pupils and families in their school community. This enables them to flourish.
- The Christian vision creates a sense of community where pupils and adults feel appreciated and loved for who they are. Mental health and wellbeing are a priority. As a result, adults and pupils are well-supported and feel valued.
- Stretton enables pupils who are vulnerable, including those who have special educational needs and/or disabilities (SEND), to thrive. The broad range of provision and nurturing opportunities enable their lights to shine.
- Being a part of the Diocese of Coventry Multi Academy Trust (the trust) contributes to the flourishing of the whole school community. This is as a result of the alignment of the visions of the trust and the school.
- Shaped by the Christian vision, collective worship enriches pupils’ lives. It reinforces the school community’s dedication to caring for both their own wellbeing and that of others.

Development Points

- Enhance the way that leaders, including governors, monitor the impact of the Christian vision. This includes the provision for, and impact of, religious education (RE). This is to further enhance the effectiveness of Stretton as a Church school.
- Embed the agreed understanding, language and school-wide approach to spirituality. This is to enhance the spiritual flourishing of adults and pupils.
- Provide opportunities and support for pupils to respond to issues of injustice. This is to increase pupils’ awareness of their sense of responsibility towards others.



Inspection Findings

The Christian vision is at the heart of this school community. Consequently, pupils and staff are encouraged and nurtured to be the best version of themselves. Each person is recognised as being unique and they are welcomed into this caring school family. As a result of the love that runs through this school, pupils and staff are guided to let their light shine. It is recognised that this light is different for everybody but that all have a light inside them. One parent described it as 'My child doesn't have to be good at everything, they can be good at anything'. The associated Christian values extend the way pupils can talk about the vision. Each value links to a famous person carefully chosen by the pupils. For example, the value of truth is linked to Rosa Parks. This enables pupils to deepen their understanding of the way they can live out these values. Staff care deeply about their pupils, often going that extra mile for them. This is appreciated by families. Leaders faithfully and conscientiously live out the Christian vision in the love they show to the school community. The school is enriched by its relationship with the trust which stems from their shared vision of flourishing. Governors are invested in the ongoing development of Stretton as a Church school. However, the way they monitor the impact of the Christian vision is underdeveloped.

The school's curriculum is carefully shaped by the Christian vision. It is ambitious for pupils and gives opportunities for their lights to shine in a variety of ways. Staff understand pupils' individual needs, including those who have SEND. Pupils are often asked 'How can I help you let your light shine today?'. They grow in confidence as a result of the care of staff. The curriculum is enriched by thoughtfully selected trips which give pupils wider life experiences. Leaders make bold financial choices to give pupils these opportunities. As a result, the potential of pupils identified as disadvantaged is transformed for the better. Planned activities to develop spirituality within the curriculum are at an early stage. Therefore, the way it provides opportunities for pupils' spiritual flourishing are limited.

Collective worship is an important part of the day at Stretton. Teachers and leaders are well-equipped to deliver worship as a result of training and mentoring. Relevant themes are carefully chosen by leaders. These ensure pupils and adults understand some key parts of the Christian calendar as well as local and world events. As a result, worship is meaningful for the whole school community. Leaders adapt themes following pupils' feedback and questions. For instance, the Remembrance service led to a focus on whether it is 'great deeds that matter or great love'. This encourages pupils to consider the transformative power of small, love-filled actions. Time to reflect in worship enriches the lives of pupils at this school and provides moments for spiritual growth. However, the way the pupils can express the impact of worship on their spiritual development is limited. This is because there is not a shared language. Parents talk about the impact of collective worship on their children's lives at home. There is a recognisable structure and pattern to collective worship. Consequently, staff and pupils value this as a peaceful and calm time in the busyness of the day.

Leaders and staff model making a difference to others within the school community. The school provides valuable support for families through initiatives such as an in-house food bank and a winter coat rack. This reflects a strong commitment to meeting the practical needs of the community. Gifts provided through the Harvest Festival service demonstrate the culture of compassion and responsibility towards others that exists in the school. Pupils raise money for charitable causes. Partnerships with local organisations provide helpful services for families and support with practical items. As a result, the lights within families, as well as pupils, are enabled to shine brightly. Through the Christian value of fairness, pupils have a developing understanding of justice and injustice. Within the curriculum, Year 2 pupils take part in a peaceful protest around the school linked to their learning in history.



However, opportunities to consider issues of injustice and deepen pupils' sense of responsibility towards others are limited.

Through RE, pupils are encouraged to develop their curiosity and be deep thinkers. This enhances their understanding of a range of beliefs and worldviews. Pupils are knowledgeable about aspects of Christianity such as the Trinity. The school is in the early stages of implementing a new curriculum. Leaders carefully select units that are relevant for the community. The school's values of peace and reconciliation form a consistent thread throughout the RE curriculum. This enables pupils to recognise and accept difference thereby fostering a harmonious and reflective school culture. The passionate RE leader supports staff in their delivery of the RE curriculum through training and mentoring. This is further enhanced through collaboration with the trust and diocese. Pupils are keen to talk about RE and value the subject. There is some monitoring of the impact of learning through RE but this is limited. As a result, opportunities to identify strengths and address areas for improvement in a systematic way are not fully realised.

The school is a safe and welcoming sanctuary for all who come through its doors. There is a wealth of support available to pupils and families. The 'Magic Breakfast' scheme means that all pupils can have breakfast when they arrive at school. Leaders recognise that hungry pupils' lights will struggle to shine. Parents speak very highly of the support and communications they receive. They feel welcomed through the events, meetings and workshops that the school offers. Bold actions flowing from the vision impact positively on the wellbeing and mental health of pupils through the appointment of additional staff. As a result, pupils and families feel very well-cared for by others. School and trust leaders prioritise staff wellbeing and mental health. Decisions take account of workload. Subsequently, staff feel well-supported and thrive in this special community. Leaders are absolutely relentless in ensuring that pupils and staff flourish.

Information

Address	Stretton Avenue, Willenhall, Coventry CV3 3AE		
Date	12 November 2024	URN	139384
Type of school	Academy	No. of pupils	210
Diocese/District	Coventry		
MAT/Federation	Diocese of Coventry Multi Academy Trust		
Headteacher	Roberta Mainwaring		
Chair of Governors	Kim Docking		
Chair of Trust	Barry Cockcroft		
Inspector	Emma Darragh		