

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

## The Revel Church of England Voluntary Aided Primary School

### Vision

The Revel Church of England Primary School is a uniquely placed and closely connected Christian community where all are valued, loved and celebrated. We work as one to learn and grow in compassion and service, living our Christian values through the connection of community. Our lifelong learners will prosper in the fullest life through the living of our Christian Values.

"I have come that you may live life in all its fullness." John 10:10

"Do justly, Love mercy and kindness, Walk humbly with your God." Micah 6:8.

### Strengths

- The emphasis on love within the school Christian vision is apparent in relationships across the school. The Christian vision is reflected in decision making by leaders.
- Pupils and staff have a developing understanding of spirituality. The idea of connections with self, others, the wider world and God is clearly growing and can be articulated by pupils.
- Collective worship is invitational and highly inclusive, enabling pupils to engage with the key themes being explored. Worship plays a significant role in supporting pupils' spiritual development.
- The school has recently adopted an updated syllabus. This is resulting in a significant change in the school's religious education (RE) curriculum, with a focus across religion and worldviews. It supports pupils to explore their own understanding of, and response, to faith. Leaders enable staff to benefit from highly effective CPD.
- Pupils make good progress within RE over time, they demonstrate strong recall of key knowledge and they can reflect on how religion affects the choices people make.

### Development Points

- Build upon the school's RE curriculum in line with the new syllabus. This is to encourage pupils to reflect on their growing knowledge religion and worldviews and develop their own personal responses to faith.
- Encourage pupils to identify and articulate where they see injustice. This is to extend opportunities for them to respond in a way that challenges injustice by making ethical choices.



## Inspection Findings

The Revel Church of England Primary School's Christian vision of love and community can be seen throughout its work. The vision is deeply rooted in biblical teachings. It makes clear that connections across the school, with local churches and communities, support staff and pupils to flourish as lifelong learners. The school's vision and values are clearly linked to six core concepts, most notably love and the Christian understanding of Trinity. There is a strong understanding across the school of love and how this is shown to pupils, staff and families. Trinity is explored in a variety of ways, such as The Revel as a school on three sites, in three villages, linked to three churches. In this way pupils understand that three parts can combine to make one body, even if the three parts are different.

The school's Christian vision drives decision making by leaders. This includes decisions around policy, practice and staffing. The school's behaviour policy and approaches are an example of this, with a focus on restorative approaches and forgiveness. Pupils understand the consequences of their actions and reflect this in future choices. The concepts of community and connection are evident as leaders ensure that the school works as one body in three parts. It is also seen in the way leaders explore links with the three churches and villages in which it is based. Leaders, including governors, take into account the context of the school and the impact of decisions on families, such as access to wrap around care and residential visits. Leaders also live out the school's vision through pastoral support and inclusion. Parents value the way in which the school lives out its values and staff support pupils to do the same.

The school's curriculum is shaped by the school's Christian vision. There are opportunities for spirituality to be explored across different subjects. Pupils can articulate what spirituality means to them, connecting with oneself, with others, with the created world and with something greater. Pupils engage with opportunities to be spiritual through outdoor learning, in particular. Such opportunities are also notable in RE and personal, social and health education (PSHE). Resources used in RE and PSHE support the school in developing a common approach and language. This in turn, enables pupils to engage with opportunities to develop spiritually. Staff are supported to explore where these opportunities can be further developed. Beyond the curriculum, pupils help with 'God's Garden'. This is the development and care of quiet spaces around the school where staff and pupils can connect with nature. Pupils engage with other areas within the school building that have been developed to help pupils to connect with themselves and others. They can reflect on the contributions each person makes to school life.

Collective worship is highly valued within the life of the school. It is invitational to pupils and staff and highly inclusive. Collective worship is carefully planned and sequenced. It includes opportunities for reflection on Christian concepts and values. Strong links are made between Christian values and current issues in Britain and around the world. Leaders use collective worship as an opportunity to connect with pupils and families at the three different sites, with the three churches, and the wider community. Christian festivals and the leavers' services at the end of the year are celebrated by the different parts of the school in their local church. Through collective worship pupils and staff explore spirituality and they



have further opportunities to reflect on the connections they have with others, the world and something greater. This enables them to flourish spiritually.

The school's Christian vision can be seen in the relationships between different members of the school community. Pupils, staff and parents know that the school demonstrates love in a variety of ways. Pupils' interactions with each other show their care for pupils across the school in structured and unstructured times. The provision of outdoor play and learning is creative, giving pupils greater independence but also more opportunities to demonstrate care for each other. Pupils know that staff care for them and want them to succeed in their learning. Pupils, parents and staff value the actions of leaders and other adults in supporting those who have additional needs. The school's inclusive nature is apparent to parents. They value the 'loving, caring support the school gives.' The school has worked with the church to offer practical help to families where it has been needed.

School leaders have developed the curriculum and collective worship to complement each other. They provide opportunities to explore current issues. This gives the pupils an understanding of injustices in the world. Pupils know that if they identify an injustice or if they are making ethical choices, adults will listen to their thoughts. However, opportunities taken by pupils to act as agents for change are less evident. Leadership roles and a buddy system provide opportunities for pupils to actively participate in supporting others or developing aspects of the school. This includes worship leaders, the Eco Warrior team and the junior leadership team. Pupils are enthusiastic about the leadership roles and the opportunity to contribute to school life.

The school is in the process of redeveloping its RE curriculum in line with the new syllabus. The process is at an early stage. The curriculum is structured well and it helps pupils make progress in their learning. Pupils' work and outcomes demonstrate strength in teaching and learning. Recent changes to the curriculum are enabling pupils to begin to think in greater depth about religion and worldviews. Pupils can articulate their own thoughts about key aspects of religion, such as whether they believe in a set of characteristics used to describe of Jesus. Leaders feel well-supported by the Diocese in implementing the new curriculum. This includes access to formal training and through communication with diocesan advisors outside of training. As a result, leaders have been able to provide carefully considered training to staff. In turn, staff feel well supported by leaders as they develop their own understanding of the new curriculum and the change in approaches to teaching of RE.

## Information

Address	Brockhurst Lane Rugby Warwickshire CV23 0RA		
Date	12 November 2024	URN	130878
Type of school	Primary, Voluntary Aided	No. of pupils	304
Diocese/District	Coventry		
MAT/Federation	Ignite Federation with Wolvey Church of England (Controlled) Primary School		
Headteacher	Executive Headteacher: Andrew Edwards Head of School: Patrick Luke		
Chair of Governors	Tony Humphreys		
Inspector	Vincent Hampton		