

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

### Beedon Church of England VC Primary School

#### Vision

“Learning Together, learning for life; A seamless education from 2-18”

“Strong in spirit, full of wisdom” Luke 2:40

Beedon Church of England Primary School 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

- The Christian vision is clear and accessible for different members of the school community. It directs leaders’ decisions and actions.
- Staff and leaders know the pupils and local community well. This is reflected in the aspirational nature of the curriculum, which is shaped by the vision.
- Worship is a deeply valued part of each day. It provides meaningful moments for spiritual development.
- Adults and pupils are kind and compassionate towards one another. This is evident in the caring relationships throughout the school.
- Pupils understand the concept of justice. They know that injustice happens throughout the world and feel empowered to challenge this.
- Religious education (RE) is well-led. The curriculum is balanced and carefully sequenced. It enables pupils, including those who have special educational needs and/or disabilities (SEND), to learn much about Christianity, world faiths and worldviews.

#### Development Points

- Further equip staff to embed the RE curriculum. This is to enrich pupils’ experience of the subject.



## Inspection Findings

The school's Christian vision unites the school community. It is straightforward and impactful, underpinned by the school's three core Christian values of respect, resilience and kindness. These are understood by different members of the school. Pupils articulate the values clearly. They understand how this directs and guides their actions towards others. The vision creates a culture of high expectations, academically, spiritually and personally. As a result, pupils and adults flourish. The school's focus on wisdom promotes pupils, including those who have SEND, to thrive in their learning and personally. This inspires them to be courageous in their learning and ambitious as they develop. The vision challenges staff to grow professionally and as people working at the heart of the school community. This means that they sharpen their knowledge and practice continually to serve pupils well. The Christian vision shapes relationships within the school. This ensures that there is a strong culture of care and consideration towards others. This is evident in the sensitive way pupils and adults treat one another. Leaders, including governors, robustly monitor how well the vision impacts on pupils and adults, including those considered vulnerable. Staff act decisively where they find that the school can support pupils and adults in a different and more effective way.

Leaders have developed a curriculum that is shaped around and embodies the school's vision and meets pupils' individual needs. Consequently, pupils develop the skills and knowledge that they need now and in the future. The curriculum reflects the importance of gaining wisdom and developing qualities that help pupils to live out the school's values. The Christian vision and values are explicitly crafted into the planning and delivery of the curriculum. This means that pupils become confident learners. Leaders have thought diligently about how pupils most effectively learn through the curriculum and develop their understanding. The area of the school known as 'The Butterfly House' provides a bespoke environment in which pupils are supported to flourish. Pupils go to this place of quiet to reflect and reset, getting ready to learn. This leads to significant progress for pupils in their learning behaviours and their understanding of themselves. Leaders evaluate the curriculum carefully. They have planned a precise monitoring cycle. This draws on the expertise from the federation to ensure that learning and spiritual opportunities are of high calibre.

Collective worship is well-planned, delivers clear messages and a centre point of the school day. This brings the whole school community together. Worship enhances pupils' and adults' spirituality and their knowledge of the life and teachings of Jesus and the Bible. It provides a powerful time for the school community to reflect on key figures and their place in Christianity, for example Mary. Pupils have frequent opportunities to sing, pray and reflect. This extends the spiritual growth of adults and pupils. Leaders of worship are numerous. They receive support to know how to make certain that worship is meaningful, relevant and follows the Christian calendar. For example, clergy from nearby churches guide the school staff to deliver worship knowledgeably and effectively. They ensure that their language is clear and understood. This means that worship is inclusive and welcoming. Consequently, there is a high level of engagement from pupils and staff alike. The school community pray thoughtfully together and read Bible verses enthusiastically. This develops a sense of empathy for others and an understanding of the life of Jesus.

Pupils and adults, guided by the vision, treat each other kindly. Pupils are very mindful and respectful of the challenges that others may face. Staff use a variety of materials to help pupils to understand the needs of people. For example, a thoughtfully chosen resource is used effectively to help pupils to understand autism. Staff support pupils with the management of themselves. This is undertaken through individual guidance in small groups, for example working with pupils on their social interaction. Leaders ensure that the vision directs pupils and adults to



treat others as they would want to be treated. Staff have developed strong relationships within the school. Pupils feel valued, listened to and that the school is a place where they can speak with trusted adults. Pupils' wellbeing is served effectively because they feel heard. Staff appreciate the care that school leaders and colleagues across the federation show for them.

Pupils are supported effectively to understand the meaning of justice. They know the important role it plays in their school, community and society more widely. Pupils are inspired by the lives of people who are advocates for change. This is enhanced through an understanding of responsibility. Pupils take on leadership roles within the school and this is combined thoughtfully with their knowledge of the teachings of Jesus. This means that pupils are motivated and know how to be active in the pursuit of justice. Leaders reflect and refine the ways the school empower pupils to challenge appropriately when something is not right or unfair. For example, pupils ask questions when something happens in school that they feel is unjust.

The RE curriculum has a strong structure. It includes opportunities for pupils to learn how religious beliefs impact on behaviours within an individual and community context. Leaders ensure that the knowledge and skills are made exceptionally clear. The goals are set high so that teachers know the aims of the curriculum. The key knowledge that pupils should learn, for example about Abraham and his descendants, is expressed precisely. The staff access support to understand the curriculum materials to teach pupils about other faiths. Training has been intensive and beneficial in enabling teachers to have a comprehensive and detailed overview. However, the RE curriculum is not fully embedded. As a result, pupils lack some of the knowledge specified in the curriculum design. The RE curriculum confirms clearly the vocabulary connected with pupils' learning of Christianity, world faiths and worldviews. 'Thinking maps' focus pupils on the essential knowledge that they need to learn. For example, the importance of song to give thanks and praise in Christianity. Leaders check the curriculum carefully to make certain that specific aspects are covered within the learning of different religions. The staff work together to understand the impact that the curriculum has on pupils and how it can be developed further.

## Information

Address	Stanmore Road, Beedon, Newbury. RG20 8SL		
Date	16 January 2025	URN	109950
Type of school	Voluntary Controlled	No. of pupils	23
Diocese	Oxford		
Federation	The Downland Federation		
Director of Primary Head of School	Melissa Cliffe Chelsea Barrett		
Chair of Governors	Andy Tow		
Inspector	Richard Blackmore		