

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

### Claverley Church of England VA Primary School

#### Vision

‘To encourage one another and build each other up’ (1 Thessalonians 5:11) so that we are each empowered to make the most of the lives we have been gifted by God (to live out our **BEST** lives).

Claverley 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 deeply rooted in this school. It is well known, drives decisions and has a tangible effect. It is a living reality for the school community.
- The Christian values of hope, dignity, community and wisdom underpin the holistic approach and commitment to learning. Adults and pupils are supported to make the most of the lives they have been given, to be the best they can be.
- The curriculum and extra-curricular offer are carefully planned to ensure pupils gain the greatest benefit. As a result, they are encouraged to make the most of their individual gifts, using them to assist others.
- Strong, meaningful relationships are highly valued and reciprocal. Therefore, the school and those that it serves thrive.
- Leaders and governors know this school well. Monitoring is robust, leading to strong strategic direction in school development. Nothing stands still as this school effectively considers its purpose, striving to be the best it can be.

#### Development Points

- Extend the provision in Religious Education (RE) to ensure that pupils gain a broader understanding of Christianity as a global world faith.
- Embed and expand the new approach to spirituality within the curriculum. This is in order to enhance pupils’ spiritual growth.



## Inspection Findings

The well-established Christian vision is understood and embraced by the school community. It drives the direction and decisions of governors and senior leaders. It is reviewed, monitored and considered. The impact steers their purpose for knowing and meeting the needs of the community they serve. Hence, adults strive to accommodate pupils' needs, ensuring they learn with developing confidence and self-belief. As a result, pupils are inspired to encourage, support and build each other up. Parents know the vision well through regular communications and through the impact it has on their children's learning and confidence. This collective knowledge enables the school, with parents, to have one aim, championing pupils to be the best they can be. One parent said that they would do anything for this school, because this school does everything for the children. This assistance from parents is appreciated and reciprocated.

Leaders ensure the Christian vision impacts on the curriculum by creating opportunities for flourishing academically and spiritually. Support and encouragement, to be the best you can be, is a priority and evident immediately. The extra-curricular offer extends this aim, giving frequent occasions for pupils to achieve and experience success. They describe lessons and learning as challenging and fun and that help is always available. As a result, adults and pupils feel known and valued in this safe, secure environment. The Christian values of hope, dignity, community and wisdom underpin the vision and are seen in abundance. Pupils appreciate how these values are the foundations of their motto, 'to live out our BEST lives'. Through these values, adults and pupils develop a strong sense of community, where enabling your friend and colleague becomes second nature. Pupils explain that everyone is as important as everyone else and they help each other to succeed.

Leaders reviewed their provision for spiritual flourishing, with diocesan assistance, and plan opportunities to explicitly develop growth. They introduced a series of big questions into the curriculum, which encourage an ethos of open discussion, respect and independent thought. Pupils embrace these moments to challenge their thinking and that of their peers. They listen carefully and thoughtfully to different points of view and this enables them to personally develop and refine their opinions. Although this project is in its early stages, pupils are already beginning to consider their own feelings and thoughts. However, the lack of planned opportunities across the curriculum limits the extent of pupils' spiritual development.

RE is effectively led and has a high priority within the curriculum. Leadership has prioritised professional development from different sources, enabling teachers to confidently deliver the subject. A clear teaching approach, outlined in the curriculum, assists pupils' understanding of a range of religions. Pupils enjoy RE and work in books indicates high levels of engagement and expectation. They talk knowledgeably and confidently about the things they have learned. Assessment opportunities are well-established and highlight pupils' knowledge and understanding. This, in turn, informs future planning. The school follows the local curriculum. It is well-sequenced, showing progression that fosters deeper thinking, inspiring and enthusing pupils to question and challenge. It demonstrates an appropriate mix of Christianity and other world faiths and views. However, pupils lack an awareness of the diverse nature of Christianity. They appreciate a more varied view of non-Christian religions through planned visits and visitors. Pupils understand and articulate why this knowledge is important for their futures.



Coming together for collective worship is integral to the daily life of school. All adults and pupils are welcomed into worship. Engagement and enthusiasm are clear, with pupils able to discuss their thoughts about the messages shared. This time together enhances the sense of community and support for each other. Older pupils discreetly model behaviours that encourage the younger pupils. A range of adults lead worship and pupils enjoy the different approaches. They particularly relish taking part by acting stories, singing and sharing personal prayers, which they do enthusiastically. These occasions consolidate their understanding of key themes and encourage reflection through prayer. As a result, pupils confidently recall Bible stories and are beginning to think about the impact of these messages on how they think and feel. For example, they explained how the Good Samaritan demonstrates the importance of looking after each other, ensuring we make a difference. They feel Bible stories are 'life lessons', encouraging them to live their best life, whilst considering others. The impact of their thoughts and discussions are recorded, which helps frame future planning for worship and spiritual development. Parents welcome the opportunity to share in collective worship at All Saints Church, with attendance being high. These occasions are open to the wider community, encouraging those connections and enhancing the pupils' sense of belonging.

The wellbeing of all who have a relationship with this school is paramount. The vision strives to bolster each member of the community, stretching beyond the school boundary. Parents of vulnerable pupils and those with special educational needs and/or disabilities value the compassion and support they receive. They appreciate how their children are fully included and enabled to experience genuine success. Personal development and wellbeing are central to daily life. The vision inspires adults and pupils to 'encourage one another and build each other up'. As a result, pupils are acutely aware of the needs of others. The commitment to encouraging and developing one another, to build self-belief, is felt across this school. This determination to ensure personal flourishing extends to staff through career development and opportunity, contributing to staff stability. Staff report feeling listened to as individuals, developed and fostered by leaders.

Themes that champion justice are woven through the curriculum and pupils are supported in their response and actions. Through their awareness of others, pupils have strong sense of responsibility. This can be seen at break times when pupils actively ensure fairness in the games being played. They have many opportunities to grow through leadership roles in class, through sport, school council and house captains. For example, a social action scheme enabled them to care for their environment and help the homeless at the same time. Pupils, therefore, developed their understanding of the reciprocal nature between justice and responsibility, alongside their ability to make a difference.

## Information

Address	Aston Lane, Claverley, Nr Wolverhampton, Shropshire WV5 7DX		
Date	22 January 2025	URN	123539
Type of school	Voluntary Aided	No. of pupils	100
Diocese	Hereford		
Headteacher	Joanne Derrer		
Chair of Governors	Garry Ward		
Inspector	Caroline Unitt		