

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

### Coleshill Church of England Primary School

<b>Address</b>	Wingfield Road, Coleshill, Birmingham B46 3LL		
<b>Date of inspection</b>	19 June 2019	<b>Status of school</b>	Academy inspected as VA. Birmingham Diocesan Multi-Academy Trust (BDMAT)
<b>Diocese / Methodist District</b>	Birmingham	<b>URN</b>	146171

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

#### School context

Coleshill Church of England School is a primary school with 470 pupils on roll (including Nursery). The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages.

The headteacher has been in post for just over one year and the school converted to academy status joining the Birmingham Diocesan Multi-Academy Trust (BDMAT) in September 2018.

#### The school's Christian vision

##### Inspiring our children to flourish and enjoy 'Life in all its fullness' (John 10:10)

Every child matters to God and deserves to know hope, aspiration and fulfilment. A place where everyone wants to be; where children flourish. Bringing engagement, fun and enthusiasm to learning; upholding high expectations to develop character.

#### Key findings

- With inspirational new leadership and partnering with BDMAT, the school's work to meet new expectations for Church of England schools is impressive, and already impacting on everyone.
- All aspects of provision are underpinned by a deeply Christian vision and biblical values. Outcomes for pupils are improving rapidly. Everyone enjoys sustaining and supportive relationships.
- Strong partnerships and quality training ensure that everyone understands the Christian nature of the vision.
- The reshaped curriculum, including Religious Education (RE), promotes the inclusive vision and enables pupils to develop spiritually, morally, socially and culturally; diversity and difference are promoted and celebrated.
- Collective Worship is excellent and a beacon for pupil-led practice.

#### Areas for development

- Deepen pupil's understanding of the theological significance of key events in the Christian narrative through textual analysis and enquiry-based learning, in RE.
- Develop a more permanent prayer/reflection space in which pupils can develop spiritually, through their own initiatives and choices.
- Create opportunities for the worshipping life of the school to have impact that reaches beyond pupils and staff.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

The school is in a new season that proclaims a theology of uniqueness and worth, dignity and community. The inspirational leadership of the headteacher, with the support of BDMAT, is embedding a 'deeply Christian' and inclusive vision. This has ripened through consultation and consideration with all staff and governors. The vision and values resonate with the Church of England's ambition for its schools. Shared biblical understanding of respect, perseverance and self-control has raised pupils' aspirations in their learning, relationships and behaviour.

Christian values are biblically inspired. Together with related texts and stories, they are known and understood by everyone because they are shining out in the school's environment, in worship, the curriculum and in relationships. In collective worship, the local 'Open the Book' team has deepened pupils' understanding of the bible stories that underpin the values so that pupils recall them in detail. The values are a natural part of everyone's vocabulary. They underpin the rapid and robust improvements in pupil outcomes, including for those who are vulnerable, and ensure that everyone's mental health and well-being is watched over. A parent movingly commented that the headteacher 'demonstrates the heart of a shepherd'. Parents embrace the values which support them in developing their children's character, in a mutual partnership with the school.

Improvement planning is firmly grounded in the vision for flourishing for all. Determined actions have secured notable improvements in pupils' behaviour, their engagement in learning and the progress they are making. A creditable portfolio of training for staff and governors, including through BDMAT and the diocese, has given pace to improvements and ensured that all staff have a good understanding of church school education and teach RE well. The deliberate reshaping of the curriculum and teaching strategies has been fundamental to improvements. Pupils exude enthusiasm about the curriculum topics they cover and the opportunities to make choices about the learning tasks they undertake. Embedded in the curriculum are opportunities for pupils to engage with big questions such as climate change and poverty. Year 5 were inspired to be independent challengers of injustice when they learned that not everyone in the world has a flushing toilet. They raised a large amount to fund toilet blocks for a school and church overseas.

Pupils and adults are unequivocal about the impact that the values of self-control and respect have had on improving behaviour. Any that falls short is explicitly explored through the values that have not been lived out. Increasingly pupils initiate these restorative conversations themselves. Gospel themes of reconciliation, forgiveness and new beginnings nurture perseverance for individuals to make better choices, and to overcome learning challenges. As a result, children are confident that they are loved, and that God's love is unconditional. 'God also loves the children who don't always show self-control', commented one young pupil. Exclusion rates have diminished, and pupils show great empathy and support for their peers whose difficulties show in behaviour challenges. They point to the 'chill out room' for example, that gives pupils space and time to recover, reflect and then re-connect. This acceptance of uniqueness echoes the broader understanding of diversity and difference that pupils are developing through experiences in the curriculum, including in RE. As the school is not culturally and religiously diverse, the curriculum thoroughly ensures that pupils encounter, and come to understand, a range of cultures, faiths and world views. Pupils are highly respectful of these and articulate the importance of this in their lives in a diverse society. A broad range of visits and visitors ensure the integrity of this learning. The school has also embraced the principles of Valuing All God's Children within curriculum design. Books and visual resources provide a context for acknowledging and celebrating all kinds of people and families. Prejudicial bullying is extremely rare, but robustly recorded and addressed.

Collective worship is passionately and creatively led. Pupil engagement is excellent and a beacon of inspirational practice for other schools. Invitational, inclusive and inspiring, worship offers variety in experiences of prayer and reflection. 'Collective worship is what makes our school', commented one pupil. The worship council, supported by a governor, is deeply involved in planning, delivery and evaluation because they have engaged with workshops provided by the diocese for sharing ideas and experiences with pupils from other schools. In turn they share their work widely. Worship nurtures pupils' understanding of the school's vision and values; liturgical greetings and sending sentences reinforce these very well. Planning in partnership with the Vicar has secured a programme that ensures pupils encounter the teaching of Jesus. They reflect on how this may influence their life choices, such as inspiring action for justice. Christian festivals are celebrated in church, including an instructed Eucharist for some older pupils, ensuring Anglican traditions are prominent. The school recognises that these traditions could be further treasured when worshipping in school. Excellent partnerships with local churches

contribute to the vibrancy of worship. Parents talk of their children's engagement in worship and acknowledge how much they gain from it spiritually and morally. The school has rightly recognised that school worship has much to offer the wider community including parents and is considering how it can widen its impact of encouragement and inspiration.

The incumbent plays a significant role in governance and the school's distinctiveness. Through governors' monitoring and evaluation, the addressing of previous areas for development is seen both in the excellent work of the worship council, and in the increasing flourishing of all pupils including those who are vulnerable.

Spiritual development is woven into every aspect of school provision because of the thoughtful, reflective culture of the school and the very high profile of the Christian values. The multi-sensory pop-up prayer spaces are inspirational, illuminating key events in the Christian narrative such as Pentecost. They promote prayer and reflection to benefit emotional and spiritual well-being. 'It is a place to reflect, share, love and be loved', explained a member of the worship council. Developing a permanent prayer space with pupils in which they can develop spiritually through their own initiatives and choices will be a natural next step.

This school's vision, shared with BDMAT, is for everyone to know the fullness of life that Jesus offers. The dedicated and determined actions of everyone to fulfil this, though recent, are compelling and inspiring.



### **The effectiveness of RE is Good**

Teaching is good, and sometimes better, because teachers are supported by effective leadership and training. Strategies for learning reflect those across the curriculum to promote enquiry and critical reflection. Varied activities, enjoyed by the pupils, lead to thoughtful work of good quality. Visits and visitors add to the richness of learning in a broad and balanced curriculum. The analytical, text-based approach to RE is ensuring that pupils can talk about key biblical events and their impact on the way Christians live and celebrate. Further work is needed to develop pupils' grasp of the theological significance of these. There is a rigorous assessment process showing that achievement is positive, with many pupils working beyond expectations for their age. This includes vulnerable pupils who are well supported in lessons and flourish, because they can record their learning in RE in a variety of forms. The Statement of Entitlement for RE is fully met.

Headteacher	Matthew Edwards
Inspector's name and number	Jane Martin 646