

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

<b>Warton Nethersole's CofE Primary School</b>	
Address	Maypole Road, Warton, Tamworth, B79 0HP
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Be courageous. Be strong. Do everything in love.</p> <p>1 Corinthians 16: 13-14</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's distinctive Christian vision and its associated values are well-established and are having recognisable impact on the flourishing of all. There is potential for the vision to have an identifiable impact beyond the immediate school community.</li> <li>• The school's approach to spiritual development is developing well so that the spirituality of pupils is nurtured outside of collective worship. Consequently, leaders are now prioritising intentionally developing spirituality through the curriculum.</li> <li>• Pupils see themselves as leaders and effect change through practical expressions of the school vision. Pupil leadership centres on nurturing flourishing relationships in school and responding to social justice issues.</li> <li>• Collective worship is inclusive and invitational, and inspirationally expresses the school's vision. It supports pupils' understanding of diverse, global Christianity, particularly through the link with the school in Kimilili, Kenya.</li> <li>• Religious Education (RE) is a priority subject for this school and pupils' religious literacy is developing well. A range of strategies are put to good use for ensuring good progress in pupils' understanding of Christianity. Pupils' understanding of different religions and worldviews is not yet as well developed.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• The further embedding of the distinctly Christian vision and values so that its impact is felt beyond the school community.</li> <li>• An enhanced approach to spirituality that includes intentional opportunities for spiritual development in a range of curriculum areas.</li> <li>• Extending existing, successful RE beyond the study of Christianity so that pupils have a better understanding of the significance of belief and practice in a range of religions and worldviews.</li> </ul>



## Inspection findings

Leaders in this warm and nurturing school have set an inclusive vision which is rooted in 1 Corinthians 16: 13-14 and promotes a Christian understanding of what ‘doing everything in love’ means. The vision chosen by leaders and the school community has a tangible impact on the flourishing of all. Pupils confidently express what the vision means to them. They readily make links to the life of Jesus as an example of being courageous, strong and doing everything in love. Parents of faith and non-religious worldviews appreciate the Christian distinctiveness of the school. They talk appreciatively of the impact the vision and associated values have had on their children. Communications received from social workers support parental views of the school as a transformative setting for pupils with additional needs. Staff speak fondly of the family atmosphere and culture of appreciation senior leaders have created for them both personally and professionally. As a result of ongoing monitoring, governors and clergy recognise the impact the vision has had on many aspects of school life. Partnerships are strong and valued. The school is strengthened through those it has with the local church and the Birmingham Diocesan Multi-Academy Trust. The school both appreciates and embraces its village context and speaks passionately about the ‘connectedness’ it prizes.

Recognising their own context, the school has worked hard to ‘bring the world to Warton’. An appreciation of difference and diversity is a recognisable driver for the school. A whole school approach raises aspirations, highlights injustice and offers a range of cultural experiences to pupils. The book challenge deliberately introduces pupils to a range of texts exploring difference and diversity in its many forms. Deliberate changes to the curriculum mean pupils are supported in understanding the complexities of social justice issues. Pupils show passion for sharing what they discover about justice as a result of the impact of the vision in shaping the new curriculum. They make informed responses to learning about diversity and equality that is intentionally nurturing their understanding of love as practical action. Pupils engage enthusiastically in spreading this learning to parents. This was demonstrated in the sharing of the Windrush story and a poem about refugees by Year 6 pupils in the newly launched ‘Poetry and Pastries’ event. This understanding of themselves as agents of change is being nurtured in pupils. They take the lead as ‘courageous advocates’, such as in pupil-driven responses to the ongoing conflict in Ukraine and a poster campaign and litter-pick as a local response to climate change.

Spiritual development at Warton Nethersole has been thoughtfully considered through the nurturing of four key relationships with self, others, nature and the world, and God and beyond. This is evident in the opportunities for reflection and prayer established outside of collective worship in the school’s indoor and outdoor environments. Regular visits to the local church also provide opportunities for pupils to reflect and nurture their own spiritual growth. Questioning and curiosity is welcomed as an expression of ‘be courageous’ when critically engaging with learning. Some existing opportunities for spiritual development allow time for reflection within the classroom linked with learning.

The emphasis on community and ‘connectedness’ is a result of a vision focus on being courageous, strong and doing everything in love. It is expressed routinely by adults and is equally matched by the pupils themselves in speech and action. Pupils respond passionately to vision and values days, generating ideas to show love practically at school and at home. They echo this more globally through their creative fundraising ideas to support their partner school in Kimilili, Kenya. The inclusive Christian vision is growing pupils’ understanding of how courage, strength and love are



qualities they can share beyond themselves and their school and into the wider world.

Following a need to address some behaviour issues due to the impact of the pandemic on pupils, the school has introduced 'Fresh Start'. This is a restorative justice approach to managing behaviour which foregrounds 'doing everything in love', including managing conflict. This improves behaviour for both learning and social situations in school, resulting in positive feedback from pupils and staff. Pupils talk confidently about the need for forgiveness and are increasingly able to resolve their own conflicts. They do this on the playground and in the classrooms, often helping others to forgive and resolve differences. 'Be strong' is characterised through a focus on mental health and wellbeing and the work of the family support worker effectively supports pupils and families. Pupils and adults feel listened to and a sense of belonging is tangible in the school community. The recent changes to the curriculum ensure dignity and respect are cornerstones of all that this school does. The impact of this was celebrated by staff in the way pupils responded to the teaching of the relationships and sex education curriculum. Absences are explored promptly with parents. The school recognises and welcomes the role outside agencies can play in supporting them with this.

Collective worship embraces the three foundational principles of being inclusive, invitational and inspiring, with language and songs carefully chosen to reflect this. Consequently, collective worship is a time of flourishing for all. A large percentage of Year 6 pupils applied to be worship leaders, demonstrating how popular this time in the school day is. Pupils' careful monitoring has led to a range of approaches being embraced. A pupil-led buddying system supports the very youngest pupils in making the most of the opportunity to reflect. The use of 'windows, mirrors and doors' tied to the school's vision provides pupils with a helpful framework for reflection. The school's relationship with the school in Kimilili, Kenya, helps to ensure pupils are gaining an understanding of Christianity as a diverse, global, living faith.

RE holds a prioritised position on the timetable and school leaders have worked hard to ensure it meets the requirements made of Church of England schools. Therefore, it is developing as a dynamic and impactful subject. The resource, 'Understanding Christianity', is used effectively to ensure pupils have the vocabulary and understanding of concepts to demonstrate a significant grasp of Christianity. This is demonstrated in pupils' conversations and written work. The introduction of a progressive skills framework by the RE subject leader is having demonstrable impact for Christianity. However, the learning in different religions and worldviews is not always comparable. Pupils' knowledge can become muddled across different traditions and sometimes learning does not engage deeply enough with the concepts belonging to such traditions.

Information			
School	Warton Nethersole's CofE Primary School	Inspection date	18 October 2022
URN	140152	VC/VA/ Academy	Academy
Diocese/District	Birmingham	Pupils on roll	137
MAT/Federation	Birmingham Diocesan MAT		
Headteacher	Susan Friend		
Chair of Trust Board	Linda Buckingham		
Inspector	Jennifer Jenkins	No.	2137