



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

<b>Edingale Mary Howard Church of England VC Primary School</b>	
Address	School Lane, Edingale, Tamworth, B79 9JJ
<b>School vision</b>	
<p>The parable of the Mustard Seed (Matthew 13: 31-32) inspires us that even from very small beginnings, something amazing can grow. We are aspirational for the future of all pupils and adults, in that they will learn how to grow and flourish as healthy and fulfilled individuals who are passionate about life and learning. Our core values of wisdom, love and perseverance work together in harmony to achieve the overarching value of koinonia.</p>	
<b>School strengths</b>	
<ul style="list-style-type: none"> <li>• Through exceptionally strong relationships, leaders ensure the Christian vision and values are woven into all aspects of the school’s work. It is a place of flourishing for all.</li> <li>• The vision and values anchor and shape the bespoke curriculum. Spiritual development opportunities feature throughout. Leaders effectively identify barriers to learning and successfully ensure that provision is tailored to meet individual pupil needs.</li> <li>• Daily collective worship creates a strong sense of unified reverence. Central to the life of the school, it encourages pupils and adults to understand the significance of the vision and values in daily life.</li> <li>• A strong culture of love, respect and trust between all members of the school community enables everyone to learn and grow together.</li> <li>• Religious education (RE) has high priority in the curriculum. It is well led, challenging and relevant. Pupils value and enjoy their learning. They comprehensively deepen their understanding of Christianity as a worldwide faith.</li> </ul>	
<b>Areas for development</b>	
<ul style="list-style-type: none"> <li>• Support pupils in taking ownership of social action. This will enable them to become independent changemakers and champions of social justice.</li> <li>• Ensure pupils and adults develop a common language of spirituality. This gives them an opportunity to explore and articulate its impact on themselves and others.</li> </ul>	
<b>Inspection findings</b>	
<p>This small but adventurous and forward thinking school is a place of joy and flourishing. New leadership breathes life into the work of the school. Steadfast and reciprocal relationships are key to its success. School and Trust share the value of love which 'shines through' in decision making. Bedrock of school's culture it drives the common purpose of their work. Creative thinking enlivens the vision and values which are clearly understood by the school community. Both parents and pupils talk confidently about koinonia as their shared community of fellowship. Transformational</p>	

leadership ensures a well chosen Christian vision rooted in scripture, is understood by everyone. The parable of the mustard seed provides a clear visual image for pupils, a story and a deep shared purpose. Set within the school community together with its strong relationships it enables the value of koinonia or fellowship to be realised. Pupils know each of them is represented by a seed full of energy and growth. School is a place abounding with scope to flourish. Consequently the vision encourages aspiration. Pupils and staff enthusiastically pursue opportunities for their development. Partnerships with the Trust are strong, reciprocal and unwavering. Shared training and policy development unites partnership strength. This further embeds the vision and values enhancing the work of the school, facilitating the palpable sense of community. As a result pupils and adults learn and grow well together. Guided by the vision, governors take strategic decisions such as maintaining class sizes. They are a visible and supportive presence in school undertaking regular monitoring particularly of RE. Relations with the church are sustaining. This impacts the spiritual life of the community. The vicar offers prayerful support to all. Staff keenly live out the school's vision. They speak with love for the pupils and families they serve. Generous with their time and commitment, these cohesive relationships exemplify the vision. A harmonious culture of learning is created in which pupils learn and grow.

Leaders create a highly effective environment where the school community are treated well. Staff and pupils benefit from Trust and leaders prioritising their wellbeing. Quality counselling is available for staff. Consideration of workload and support when facing personal challenges, means all staff feel cared for and valued. Aspiration and professional development are actively encouraged. Take up is high. A regular wellbeing questionnaire for staff is undertaken. Trust and governors ensure outcomes are followed up. Christian values of love, wisdom and perseverance are evident in pupils' approach to one another. They understand that as a community, they work together. If needed, they are able to post their worries into the 'worry monster' and know they will be addressed. Dedicated areas for relaxation and quieter activity, such as the reading hub or board games are available at break times. Pupils are provided with opportunities for regular 'check ins'. Reflection areas enable pupils to 'step away' and re-focus. Pupils comment that it, 'helps them sort problems'. This supports their mental health and self learning. A restorative approach to behaviour management enables pupils recognise mistakes, encourage forgiveness and start afresh. Parents speak highly of the nurturing staff and compassionate support offered particularly for those vulnerable and disadvantaged pupils.

The curriculum echoes the vision. Pupils apply the vision to themselves and describe flourishing as 'blooming in learning like a flower' and 'spreading our wings'. Anchored by the Christian values of love, wisdom and perseverance, pupils learn and grow. Pupils talk with pride about their achievements such as participation in a Trust organised cross country event. Together with enrichment activities, the curriculum enables all to grow, including those with special educational needs and/or disabilities (SEND). Opportunities for spiritual development are planned and undertaken within each subject. While pupils flourish spiritually, their understanding of the words to describe their spiritual experience are not fully understood. Some adults are less confident in articulating their own spirituality.

Pupils demonstrate powerful voices due to the wide range of leadership roles they undertake. They cite their school's value of love as an inspiration to guide treatment of others. They recognise and discuss local and world wide problems. Adults support pupils in a variety of charity fundraising events. Pupils understand the challenges of climate change and are keen to look after the planet. They are developing their understanding of social injustice and how they can be change makers. Whilst an encouraging start has been made, their actions have been initiated by adults. Scope is limited for exploring opportunities to become independent bold campaigners for social justice and change.



Worship is intrinsic to the life of the school. It provides a rich source of opportunities for stillness, reflection and prayer. Pupils talk enthusiastically about learning from Bible stories. They match them to school values and lives. It contributes well to the development of pupils' and adults' personal spirituality. Well planned and evaluated, collective worship is varied, engaging and invitational. A daily shared experience, it contributes significantly to a deep sense of community. School values rooted in scripture guide worship and enhance spiritual growth for everyone. Pupils tell the Creation story. They recognise that God demonstrated perseverance when he created the world. Spontaneously pupils lead prayer. Bible meditation led by worship council invite opportunities to pause, think and consider. Adults highly value gathering for stillness and prayer. Singing about the mustard seed, provides a unifying experience of heartfelt elation. A strong sense of togetherness with community is felt. Prayer and reflection are frequent throughout the day keeping the vision and values alive in hearts and minds. Shared Trust worship within a larger group, broadens and deepens pupils' experience.

RE has a prominent place in the school's work. The RE leader ensures a well structured curriculum. Productive Trust and diocese partnerships provide quality staff development. The curriculum is well sequenced, balanced where learning is frequently revisited and progressively built on. Age appropriate enquiry skills are incorporated into the curriculum where pupils ask and answer 'big questions', such as 'why do people suffer?' Answers are thoughtful, sensitive and deepen spiritual development. Pupils consider opinions of others, 'it's good to look at the world in a different way' and 'no matter what religion, you still have spirituality'. They learn about Christianity and a range of worldviews. Pupils know Christianity is a diverse faith where practices may vary. Pupils learn about Christmas celebrations in other countries. They appreciate that Christianity is a world wide faith. Pupils recognise 'we must respect and understand other faiths'. Regular monitoring by Trust and leaders ensures pupils are receiving their entitlement.

The inspection findings indicate that Edingale Mary Howard Church of England VC Primary School is living up to its foundation as a Church school.

Information			
Inspection date	2 July 2024	URN	124249
VC/VA/Academy	Academy	Pupils on roll	44
Diocese	Lichfield		
MAT/Federation	The Staffordshire Schools Multi Academy Trust		
Headteacher	Rachel Mills		
Chair	Kevin Borg		
Inspector	Sally Kaminski-Gaze	No.	2238