

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Clifton Campville St Andrew's Church of England VC Primary School.

Vision

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 our 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 over arching value of koinonia.

Strengths

- Leadership at school, governor and The Staffordshire Schools Multi Academy Trust (MAT) is robust. A clear and shared understanding of the school and MAT visions shape and give direction to the work of the school.
- A carefully crafted, imaginative curriculum ensures planned and spontaneous activities catering for pupils' spiritual development enabling all to flourish.
- The worship life of school and MAT, framed by their complimentary visions, are transformative to adults and pupils.
- The religious education (RE) curriculum provides significant opportunities for pupils to flourish and deepen their understanding of a range of faiths and worldviews including Christianity. It contributes significantly to pupils' spiritual development.
- Through koinonia, the love and care lived out, enables pupils and adults, especially the vulnerable and disadvantaged to flourish.

Development Points

- Embed and empower pupil led groups to actively pursue their concerns and interests promoting social justice within school, the community and further afield. This will support their development of responsibility towards others and have a positive impact on peoples' lives.
- Ensure newly appointed staff are effectively supported. This will help them to fully understand the embodiment of the school and MAT visions and values. Thus enabled, they will undertake their roles and flourish.



Inspection Findings

Conscientious leaders are enlightened by a clear understanding of the Christian roots of the vision. They bring dedication and commitment ensuring the vision is lived throughout school. The visions of the MAT and school are aligned. Both are securely biblically based underpinning flourishing. This ensures the MAT and school are working towards a common purpose. Collaborative initiatives between MAT schools, such as sporting, musical, or worship events, enhance the school's work. Such occasions give school an opportunity to lead and share. In this way their common Christian purpose is strengthened. It echoes the school's vision, enhancing pupils' understanding of their role within the MAT community. The vicar has a considerable impact on the spiritual life of the school and its community. More recently appointed staff are less confident about how they incorporate and live out the vision in their respective roles. This limits their fulsome flourishing.

In this highly inclusive environment, pupils and adults are well supported and nurtured. The Christian vision and values are deeply connected and threaded through the school's work. The youngest pupils refer to the mustard seed being like them, describing how 'everyone can grow big and learn'. Older pupils talk about Bible meditation and how it helps them to stop still and think for a moment. This demonstrates that within the mustard seed vision, there is a place for everyone to plant their seed. Central to the growth of each seed within pupil or adult, are strong trusting relationships seen throughout the school community. This is exemplified in the specialized support provided for vulnerable pupils and their families, resulting in their happiness and growth. In addition, parents and carers are appreciative of the commitment given by school to ensure regular communication with them. This reflects the school's value of koinonia, openly recognized by the school community. Staff are held in high esteem. Professional development is facilitated. As a result, leadership expertise has grown. This is seen in the RE Champion's leadership of the RE curriculum. Additionally support for a staff member has led to forest school development. Staff wellbeing is a priority. A termly survey is undertaken. Outcomes are followed up such as improvements to the staffroom. Staff have access to a counselling service. This provides reassurance and recognition of the value placed upon them. The importance of good pupil mental health is highlighted. They are given time and resources to support recognition of how they are feeling. They learn to associate their mood with a colour and use appropriate descriptive vocabulary. Pupils refer to spending time in the reflection area and using a 'reconciliation zip'. The action of pulling up the zip helps them to find ways to repair a fall-out. As a result, pupils express positive feelings about themselves.

Enrichment activities which promote pupils' spiritual development are identified across all subjects. Pushing yourself in sport, showing empathy with a character in story, or expressing the wonder of a raindrop are examples of planned and spontaneous opportunities. Included are mindfulness sessions and nature walks. Pupils are guided into being alert and alive to their immediate surroundings, often outside, and to notice how they are feeling. Pupils are encouraged to think about their experiences and develop a deeper understanding of themselves. Programmes of learning cater for a wide range of learning needs. Pupils confidently refer to class-based reflection areas often used for 'taking a moment' to think and re-focus. They understand that spirituality is about 'understanding yourself and finding your place in the world.' Pupils are very clear about when they flourish explaining 'it's when, you warm and fizz up inside with pride'. They identify with the growing mustard seed which needs water and sun to grow. Similarly, they identify 'love being the most important thing which needs to grow in everyone.'

Pupils' understanding of social injustice and how they can bring about positive change to people's lives is developing. An encouraging start has been made with 'Kindness Boxes', foodbank contributions and charity fund raising. They are working towards becoming active citizens in their local environment. Through online resources, pupils are developing awareness of national and global issues which they could support through action. While participating in forest school pupils are finding out about the natural world the creatures which inhabit and their responsibility for taking care of it.

Worship is intrinsic to the life of the school. It provides time for pupils and adults to be still, reflect or pray. It contributes well to the development of pupils' spirituality. They talk about messages from Bible stories, matching them to school values and their daily lives. Adults recognise the contribution worship makes to their own spirituality. An adult remarked, 'It's an



opportunity to look inside and see who I am'. During worship staff sensitively support those pupils who need reassurance due to their special educational need and/ or disability (SEND). Spontaneous prayer, silence and stillness is encouraged throughout the day for pupils to stop and reflect. A pupil explained, 'It gives me thinking space especially if I get stuck'. The impact of collective worship on the school community is profound. It is integral to the daily living out of koinonia within the vision as reflected in the relationships throughout the school community. In this way the commitment to each child and adult to grow and flourish as the mustard seed, is fulfilled.

RE is highly effective. It has a prominent place in the curriculum, is well planned and sequential. It incorporates Christianity, world faiths and worldviews. Pupils gain a clear understanding of the importance of faith to believers. Questions posed invite thoughtful responses. They are inquisitive and respectful of others. Older pupils strongly express that it is important to learn about different religions so that respect can be shown towards each other. They understand that the world has many different religions. For this reason, a pupil suggests, 'we don't get trapped in one box of religion'. Keenly, pupils express that regardless of religion 'everyone should be treated the same'. They are clear that RE is a place where you can explore different faiths, express opinions and not feel judged. Pupils' factual knowledge of different religions is detailed such as how and why people pray. Younger pupils understand the importance of washing before prayer for followers of Islam. They confidently explain their learning about Christians who celebrate and believe in Jesus and how he healed people. They describe what Christians celebrate at Easter, Christmas and explain the Trinity as Father, Son and Holy Spirit. Key questions posed invite thoughtful responses. These develop pupils who are inquisitive and respectful of the views of others. The school cultivates pupils who appreciate that the world is a religiously diverse place.

Information

Address	Clifton Campville St Andrew's Church of England VC Primary School, Main Street, Tamworth. B79 0AP		
Date	17 th September 2024	URN	150421
Type of school	Voluntary Controlled	No. of pupils	49
Diocese/District	Lichfield		
MAT/Federation	The Staffordshire Schools Multi-Academy Trust (SSMAT)		
Headteacher	Rachel Mills		
Chair of Governors	Stephen Webb (Chair Local Governing Committee) Kevin Borg Peter Halifax (Co Chairs Trust Board)		
Inspector	Sally Kaminski-Gaze		