

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Berkswich Church of England Primary School				
Address	Cedar Way, Walton on the Hill, Stafford ST17 0LU			
Date of inspection	7 March 2019	Status of school	VC Primary	
Diocese	Lichfield	URN	124234	

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Berkswich is a primary school with 219 pupils on roll. The majority of pupils are of British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national average. The proportion of pupils who have special educational needs and/or disabilities is below national average. The head of school and deputy has been in post since September 2014.

The school's Christian vision

Together we achieve. Together we believe. Together we care.
I have come that they may have life, and have it to the full. John 10.10

Key findings

- The exceptionally strong leadership of the headteacher provides an inclusive environment based on Christian values for all to flourish although monitoring and evaluation of this by governors is limited.
- Pupils live out the school's Christian vision through the care that they express towards others and their willingness to engage in social action locally, national and globally.
- School leaders understand the needs of the community and provide effective assistance so that individuals receive the support that they require for social, emotional, academic and spiritual wellbeing.
- Collective worship contributes richly to the embedded Christian values which influence and direct the pupils' exemplary behaviour.
- Religious education (RE) allows pupils to develop relationships which are intolerant to prejudicial behaviour and foster respect and dignity for cultural diversity and difference.

Areas for development

- Embed the work of the worship committee so that members have more frequent opportunities to plan, lead and evaluate collective worship.
- Increase the range of global partnerships in order to enhance the pupils' understanding of world faiths and the world wide multi-cultural nature of the Christian faith.
- Establish more rigorous and effective systems of monitoring and evaluation involving all members of the school community to inform future Church school development.

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

Berkswich Primary school is a vibrant Church school that has made rapid progress. The inspirational headteacher ensures that the distinctive Christian vision is rooted in a biblical narrative which shapes all policies and practice. As such, this inclusive school strives to ensure that all grow in body, mind and spirit. Pupils, therefore, blossom and experience the joy and hope of, 'life in all its fullness.' (John 10.10). Senior leaders have successfully promoted the abbreviated motto, 'Achieve, Believe, Care' which is understood and articulated by stakeholders. Key priorities for learning are effectively implemented within a caring Christian ethos so that all believe they can achieve their God given potential. This is impacting positively upon the Church school experience, so pupils and adults thrive. Partnerships with other schools and the diocese effectively support Church school improvement. Very effective leadership of RE and collective worship has been secured. Both have a high priority within the school and make a very good contribution to the school's Christian distinctiveness. Areas of development from the previous inspection are addressed and continue to bring positive outcomes. Governors play an active role in supporting initiatives for school improvement. Self-evaluation processes are in place for governors to evaluate the effectiveness as a Church school. However, this monitoring and evaluation is limited.

Informed by the Christian vision, leaders have a passionate conviction that all pupils must be equipped and encouraged to achieve, believe and care. This drives the curriculum to be tailored so that all pupils reach their full potential. High quality teaching is targeted to meet the needs of all so that they aspire to be the best that they can be. Early identification of learning and personal needs lead to specific intervention strategies. This personalised nurture provision ensures that all are cared for. This has a significant impact on pupils' achievement particularly those with specific learning challenges. Pupils believe they can achieve and meet high expectations. Rates of progress and standards of attainment are consistently above national averages. Extra-curricular activities such as the Bible Club enrich pupils' life experiences. Pupils enjoy all that the school offers, benefiting from a distinctive Christian vision designed to give them hope and aspiration. Positive attitudes to learning are reinforced with activities for resilience and perseverance so that pupils are well prepared for life.

Pupils belong to a caring school family which strongly believes it can make a difference. Christian values impact positively on pupils' desire to challenge injustice. They have a sense of justice and understanding of global deprivation. This is reflected in the support the school gives to others through fundraising for local, national and international projects. Initiatives such as 'Toilet Twinning' encourage pupils to make a difference where injustices occur and to engage in social action. Indoor resources, such as prayer areas, and the 'Understanding Christianity' resource are effectively used to explore the 'big questions.' These valuable spiritual experiences foster spiritual development. Visits to places of worship, for example, to the Mandhir and school-based learning gives space to respect and celebrate cultural diversity and difference. RE focuses on several religions, including Christianity with constructive debates on spiritual and ethical issues. This adds substantially to Church school distinctiveness. It means pupils have a good knowledge and understanding of other world faiths. This is useful since the school is not a naturally diverse community.

Inspired by the Christian vision, school leaders and clergy work tirelessly so that pupils and adults can believe, care and achieve well together. They have created a harmonious staff team where the wellbeing and mental health of all is a key priority. Morale is high because all staff are nurtured personally and professionally to be confident and fulfilled in their roles. They flourish and, as a consequence, so do the pupils. Targeted professional development for all has been instrumental in supporting the Christian distinctiveness, school improvement and the development of future church school leaders. Relationships within and beyond the school, especially with parents, are firmly rooted in Christian values of kindness and love. Pupils' behaviour is exemplary due to supportive relationships embedded with Christian values.

A nurturing and supportive Christian environment provides dignity and respect for all. As a result, pupils of all faiths and none, backgrounds and abilities feel welcomed, loved and embraced into a Christian community where they have a sense of belonging. All are given hope that they can achieve, believe and care as well as be cared for. Pupils are safe, happy and are proud of their school. School council initiatives provide space to effectively explore different points of view.

Worship is invitational and at the heart of the school. It supports the vision so that all experience the joy and hope of, 'life in all its fullness'. A well-planned biblical approach embeds Christian values and a vision which links to the life and teachings of Jesus. As a result, pupils speak very well about their belief and their relationship with Jesus. One pupil said 'Jesus sets the example and is the one we look up to'. Special services, to which parents are invited, such as the Eucharist and end of term services take place in school and church settings. These help to share Christian teaching on belief and Anglican tradition, such as the Trinity, to broaden pupils' experiences and understanding. This results in an age appropriate understanding of the Christian belief of God the Father, God the Son and God the Holy Spirit. Pupils are extremely positive towards worship. They enjoy leading worship whenever possible and are supported by the worship committee. However, their appreciation of Christian diversity around the world is limited. Prayer and reflection is central and fosters spiritual growth. This is enhanced by 'Pray, Bake and Read' plus the annual prayer week. Close links with both the Methodist church worker and the new vicar actively support the mutually beneficial link. Worship enhances spiritual growth through experiences of music, drama, and reflection. The evaluation of collective worship is developing formally but limited in its impact.

Headteacher	Sam Jackson
Inspector's name and number	Alison M. Morris 759