Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pedmore Church of England Primary School

Vision

We flourish together as Christian family through friendship and faith.
We value, trust and respect each other as diverse and unique children of God.
We nurture each other through happiness, compassion and forgiveness.
As Jesus taught us,

'Love one another, as I have loved you.' (John 13: 34)

Strengths

- The Christian vision is a living reality as pupils and adults thrive in an infectious atmosphere of love and joy.
- School leaders are wholehearted about people feeling welcome and respected as members of the Pedmore family. Consequently, the curriculum is designed so that pupils flourish as unique and precious individuals.
- Collective worship times are wonderful expressions of shared love and happiness, contributing to everyone's spiritual growth.
- Deeply committed leaders and staff build creatively on the school's Church of England foundations. This is strengthened through effective partnerships with the Elements Diocesan Learning Trust (EDLT) and the Diocese of Worcester.
- Pupils enjoy religious education (RE) lessons and appreciate that it helps them to grow in an understanding of themselves and others. This is because the subject is led and taught with enthusiasm and skill. RE lessons ensure that pupils develop a secure knowledge of a range of religious and non-religious world views.

Development Points

- Develop the curriculum by giving more explicit time for pupils to debate wider current and historic issues. This will empower pupils by giving them more opportunities to consider justice and make ethical choices.
- Enhance the RE curriculum so that pupils can appreciate an even wider breadth of belief and practice within religious and non-religious worldviews.

Inspection Findings

The deeply considered Christian vision is evident as love in action. It motivates every aspect of school life and transforms lives. The words of Jesus to 'Love one another as I have loved you,' are abundantly apparent. For example, they appear on school uniform, on the website and displays. However, most importantly, these words are lived out in deeds of compassion and respect within the Pedmore family. The Christian vision emphasises the intent of school leaders and staff to be a welcoming place for all, regardless of their background or belief. Such unconditional love and acceptance echo the life and teachings of Jesus. Leaders and staff go out of their way to be ambitious and creative in meeting individual academic, spiritual, emotional, physical and social needs. The vision of the EDLT for children to 'flourish together in the love of God,' enhances the school's direction and purpose. Governors are resolute about ensuring that the school's Christian character develops. They have processes for working effectively with staff, such as those to monitor and evaluate collective worship and RE. Leaders invest in high quality training for staff which enables them to develop professionally.

A carefully considered curriculum ignites a love of teaching and learning for staff and pupils. Vulnerable pupils and those with special educational needs and/or disabilities (SEND) thrive in this loving and aspirational atmosphere. Committed leaders ensure that excellent provision is made so these pupils grow holistically. The curriculum encourages pupils to be curious, debate and discuss well, thus nurturing respect for the viewpoints of others. Pupils grow spiritually by making connections with themselves, others, the natural world and a sense of something greater such as God. Staff maximise the impact of the outdoors as a calming and therapeutic environment for pupils. Time is given to appreciate beauty, to wonder, to have fun, to grieve, to be thankful and to pray. In such ways pupils develop spiritually and socially.

Collective worship is a precious, holy and spiritual time that is valued by pupils and adults. It brings people together to ignite the love and joy that are prevalent in relationships and attitudes throughout the day. There is an infectious sense of freedom and happiness, especially through song. There is a profound sense of spirits being uplifted and enriched. Pupils speak of feeling 'blessed' and 'shining', whilst adults value the time to 'stop' and 'feeling the warmth of belonging together'. Leaders use a variety of stories and songs to stimulate thoughts, feelings and prayers. Pupils listen intently and make profound connections often to the school's core values of happiness, trust, respect and compassion. There is a familiar and comforting pattern for daily collective worship. It ensures that every day, whether as a whole school or in smaller groups, collective worship is consistent in having a spiritual dimension. Collective worship times are enriched by strong links with the local parish church. The vicar leads worship regularly, as well as marking significant Christian festivals in school or in the local parish church. Families delight in being part of celebration services, such as those that mark beginning and end of their child's school journey. School and church work together to provide 'Forest Church' for the local community. Hence, the school's love, joy and faith ripple outwards.

The school's Christian vision is most apparent in the way that leaders, staff and pupils treat each other. They endeavour to be patient, kind, respectful, polite, honest and calm. In such ways their love reflects that described in the Bible. Staff feel valued and trusted by school leaders. Consequently, staff enjoy teaching as part of a supportive team and are motivated to serve the needs of others. Leaders and staff actively promote the wellbeing and self-esteem of pupils. The proof of their success is in the smiles. Utter happiness exudes throughout the school as pupils play and learn well together. They show compassion to each other through challenging times, with older pupils taking responsibility to care for younger pupils. All pupils engage with programmes that help them to explore, express and share their feelings. The practices of forgiveness and reconciliation have a significant impact as they result in peace of mind.

The National Society Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

As pupils are treated fairly and loved themselves, they develop a sense of responsibility to be fair and care for others. Staff encourage pupils when they express concerns and feel prompted to make a difference. As a result, the school forges links, such as those with a local food bank, hedgehog protection charity and children's hospice. Pupils meet with other pupils across the EDLT to participate in special events. This extends their understanding of diversity, respect and understanding. School leaders are eager to make pupils aware of a bigger world. For example, they ensure that books and other resources reflect its diversity. However, there are limited opportunities for pupils to discuss wider ethical issues to intentionally further their consideration of justice and injustice.

Pupils enjoy RE lessons, and they understand why it is such an important subject. The RE curriculum is well-structured to ensure that pupils build on prior knowledge and make good progress. 'Flashbacks' to previous learning deepen pupils' ability to remember vocabulary and be confident in talking about a range of faiths. However, the curriculum is limited in developing an understanding of the breadth of belief within a particular religious tradition. For example, the range of Christian denominations. Therefore, pupils tend to have a stereotypical view of what a Christian believes and does. Learning in RE is enhanced because of the rich culture of respectful debate, curiosity and questioning.

School leaders are resolute about ensuring that RE is led and taught skilfully and enthusiastically. Subject expertise is shared effectively with all teachers and the subject is taught consistently well. This enables pupils to make good progress. Teachers are creative, using age-appropriate activities such as enacted storytelling, drama and art. As a result, pupils are engaged and motivated to learn. Learning is assessed formally to establish how well pupils have retained factual knowledge. It also happens informally with class teachers understanding how profoundly pupils are able to discuss and make connections. Teachers know which pupils require additional support or challenge and this informs future teaching and learning. The following descriptions of RE are written by pupils and appear in the front of their RE books. Younger pupils know that they are 'learning about different religions so that they can learn about each other and love each other more'. Older pupils express their desire 'to learn about diversity and treat everyone with respect.' They say that 'RE sets them up for life'. It goes hand in hand with the school's vision to love and respect others.

The National Society Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

Statutory Inspection of Anglican & Methodist Schools

National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Hagley Rd, Pedmore, Stourbridge, DY9 0RH		
Date	17 October 2024	URN	148938
Type of school	Academy (Inspected as Voluntary Aided)	No. of pupils	220
Diocese	Diocese of Worcester		
MAT	Elements Diocesan Learning Trust		
Headteacher	David Dunn		
Chair of Governors	Peter Yates		
Inspector	Angela Daniel		