

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dunnington Church of England Primary School

Vision

Encourage one another and build each other up. 1 Thessalonians 5: 11

We care, we believe, we succeed together.

Dunnington Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Empowered by the relevance of the Christian vision, leaders, including governors, make courageous decisions. These lead to improvements that make a real difference by changing lives and attitudes. Pupils and adults flourish because there is an ethos of aspiration and self-belief.
- Pupils, including those deemed vulnerable or have special education needs and/or disabilities (SEND), are given opportunities to thrive. The vision-led curriculum has been designed to expand pupils' horizons and support their holistic development.
- Strong relationships across the school are based on trust. Pupils and adults understand the value of their community and connection with others.
- Collective worship is treasured for its significant impact on pupils' and adults' understanding of the vision and their spiritual flourishing. The strong partnership with the local church community enhances this further.

Development Points

- Extend opportunities in religious education (RE) for pupils to encounter the lived experience and explore diversity within religious and non-religious worldviews. This is to enhance pupils' awareness and understanding of beliefs and practices across a range of worldviews.
- Strengthen pupils' experience of spirituality through the curriculum. This is to extend and deepen their responses to spiritual questions.



Inspection Findings

Vision and Leadership

Dunnington is an inclusive village Church school where pupils and adults are loved and valued. Leaders, including governors, are fully invested in understanding the needs of their community. The vision has guided the school through a period of considerable change. Biblically rooted, 'build one another up' gives the school a shared language of belonging and encouragement. It drives bold decision making and provides a framework for monitoring and evaluation. Leaders use their evaluation of its impact to make informed adjustments to provision. As a result, the vision permeates policy and practice and is deeply embedded in the school's culture. Leaders model the vision through their actions and set clear expectations for how it should shape relationships, behaviour, and learning. Daily greetings at the school gate powerfully affirm the school's commitment to ensuring that individuals feel a strong sense of 'we care'. Vision days in shared community spaces further embed the school's Christian ethos through collaborative, mixed-age activities. Inspired by Paul's letters, the community wrote letters of encouragement for each other. Consequently, pupils and adults engage meaningfully with the school's values and develop a shared understanding of how these are lived out.

Vision and Curriculum

The curriculum is intentionally shaped by the vision and rural context. In this small school with mixed-age classes, staff share expertise, adapting flexibly to wide-ranging needs. Leaders prioritise holistic development and deliberately widen pupils' horizons beyond their locality. Learning is purposefully driven with planned experiences that help prepare pupils for life in modern Britain. Inspiring visits from local and national business leaders in engineering and the arts help pupils explore future ambitions. The shared belief that 'I can' encourages pupils and adults to remove learning barriers and unlock potential. This means they can 'believe and succeed'. This is particularly clear in the on-site resource provision for pupils with SEND. There are powerful examples of how bespoke support has ensured that pupils, who are deemed vulnerable and at risk of non-attendance, thrive at Dunnington. Pupils develop spiritually through exploring 'ow', 'wow' and 'now' moments. This vocabulary helps structure reflection on challenge and celebration, developing an understanding of what spirituality means to them. Dedicated spaces, including 'Forest School', support contemplation on the wonder of creation, and teachers respond well to spontaneous discussions. However, spirituality is not yet planned consistently across the curriculum. This limits opportunities for pupils to deepen and extend their responses to spiritual questions.

Worship and Spirituality

Collective worship is a time of daily connection where pupils and adults stop and consider their vision together. Invitational and inclusive, leaders adapt worship, ensuring pupils including those deemed vulnerable or have SEND needs can participate with dignity. Adjustments including sign language for the Lord's Prayer, reflect the school's culture of care and respect. In this way pupils and adults grow spiritually alongside each other. They appreciate the familiar Anglican structure, with rituals such as lighting the candle creating a sense of reverence. A rich diet of worship offers adults and pupils an opportunity to flourish spiritually in different ways. They joyfully engage in acting, singing, and reflecting. Diocesan support to sing as part of a larger choir, helped pupils feel part of something bigger. Collaborative planning by school and church leaders, shapes pupils' understanding of Bible stories. Visits from the 'Open the Bible' team enhance the experience as they bring stories to life. School, church, and family links are strong. Parents deeply value the school's connection with the local and wider church. Worshipping, supporting pastorally and together celebrating achievements, makes an important contribution to the spiritual growth of this community.

Vision and School Culture

Trusting relationships are at the heart of the school. Confidence is built through the 'building up and encouragement of one another'. The vision drives a relentless desire to seek transformational flourishing. Daisy,



the visiting therapy dog, comforts and supports pupils and staff during challenging times. Pupils celebrate teaching her tricks, developing friendship bonds that help individuals feel valued and included. Dedicated learning and sensory rooms are tailored to meet pupils' needs, enabling calm and focused access to their education. A committed wellbeing team and open communication supports pupils, staff and families. Families speak warmly of the understanding and practical support shown by compassionate staff. Partnerships with local churches strengthen identity and belonging, while school and church leaders make time for staff when needed. Professional development equips adults to support pupils effectively and raise aspirations. Staff notice quickly when pupils need help and intervene sensitively. Pupils describe teachers as 'always there to help'. Respectful behaviour, exemplary manners, kindness between year groups and the buddy system show that the vision is lived out daily.

Vision, Justice and Responsibility

The vision encourages pupils and adults to consider what is equitable and just. The language of 'we care, we believe, we succeed together' is well understood. It shapes conversations about what fairness looks like in relationship with one another. Thus, pupils better understand how to take responsibility and the power of restoration and reconciliation. The democratic election of pupil leaders strengthens their understanding of voice, service and accountability. Pupils are developing a social conscience and readiness to serve the common good. Regular worship linked to current affairs broadens pupils' awareness of others' experiences and encourages empathetic response. For example, during 'Refugee Week', pupils reflected on the story of a Syrian child who was not welcomed, prompting thoughtful discussion about inclusion. One pupil explained that they now smile at new people so they 'know they are welcome to be my friend'. Learning during 'Gypsy, Roma and Traveller History Month' widened pupils' understanding of diverse communities. Pupils chose to raise funds for WaterAid during 'Enterprise Week,' because they believe the vision calls them to respond to global need.

Religious Education

RE has a high profile at Dunnington. The RE curriculum is effective because leaders have thoughtfully sequenced it to reflect the school's church foundation and local context. As a result, pupils develop secure progressive knowledge overall. They articulate their understanding of biblical teaching, Christian traditions and the school's Anglican heritage particularly well. For example, learning about the reformation under Henry VIII helps them understand the origins of the Church of England. They are proud to explain how their school retains a distinctive Christian character. Teaching in RE is helping pupils to recognise that scripture and religious traditions from the past can still speak meaningfully today. Reflective questioning enables pupils to connect scripture with contemporary situations. It is integral to lessons, meaning that pupils confidently share opinions and ask their own questions within a respectful environment. Christianity is studied alongside other religious and non-religious worldviews, helping pupils begin to make connections and show respect for different beliefs and traditions. However, pupils are less confident when explaining diverse expressions of faith. Planned opportunities for firsthand experiences have not been fully explored. Therefore, opportunities to enrich pupil understanding of a diverse range of worldviews are limited.

Leaders work effectively with local clergy and diocesan advisers to improve teaching consistency and strengthen provision through training. Visual prompts, drama and storytelling enable pupils of all abilities to access learning so they make progress in RE. A new assessment system is beginning to track progression more precisely and identify where key concepts need revisiting. Leaders are using this analysis to inform planning, although its impact is not consistently evident.

Information

Address	Dunnington, Alcester B49 5NT		
Date	24 June 2026	URN	125762
Type of school	Voluntary aided	No. of pupils	98
Diocese	Coventry		
Headteacher	Monica Hogan McDonagh		
Chair of Governors	Emma Daniell		
Inspector	Nadia Underwood		