Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Primary School

Vision

Shine Like Stars in the World
'Do all things without murmuring and arguing, so that you may be blameless and innocent, children of God without blemish in the midst of a crooked and perverse generation, in which you shine like stars in the world.'
Philippians 2:14-15

St Paul's 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.

Strengths

- Leaders, at all levels, take bold decisions to ensure the vision 'shine like stars in the world' drives the work of the school. It is lived out daily. This creates a tangible culture that supports and empowers pupils and adults to flourish.
- The vision-led curriculum is designed to inspire pupils, including those who are vulnerable or have special educational needs and disabilities (SEND). Aspirational, it provides a wide range of accessible opportunities that expand their horizons and supports their holistic development.
- Collective worship is thoughtfully planned. It is invitational and inclusive, offering space for prayer and reflection. School and church partners work closely to ensure the community flourishes because 'they shine brightest together'.
- Pastoral care is exceptional and extends from the school into the local community. As a result of the genuine and loving relationships that are diligently built, the lives of pupils and adults are transformed.
- The religious education (RE) curriculum is broad, stimulating, inclusive and authentic. Pupils recognise the importance and significance of a diverse range of religious and non-religious worldviews. They carefully consider how this influences their own lives and the importance of respecting the views of others.

Development Points

- Ensure the biblical roots of the vision are clearly expressed and understood. This is so members of the school community can link them to the vision, further supporting the vision's impact on their flourishing.
- Clearly define and articulate the school's shared approach to spirituality. This is so that further enriching opportunities can be identified, to support pupils and adults in their spiritual flourishing.

Inspection Findings

St Paul's Church of England Primary School is a school that shines brightly. Leaders, including governors, take bold action so that pupils and adults flourish harmoniously. The school serves pupils of differing economic backgrounds, and where 19 different languages are spoken. Servant leaders are mindful to be inclusive of a range of educational and financial needs. They listen, understand and empower so that adults and pupils have opportunities to become 'shining stars', regardless of their starting point. Strong collaborative relationships with parents and local churches, demonstrate a shared passionate desire to live out this vision. This creates a caring and loving learning environment where collective responsibility is taken for high expectations of pupil and adult flourishing. Members of the school community do not instinctively draw upon the Christian narrative that drives the vision. This limits their understanding of the impact of the vision on their flourishing.

The vision-led curriculum is crafted to inspire pupils, including vulnerable learners and those with SEND. Broad in scope, it is skilfully planned, monitored and evaluated to ensure pupils 'shine like stars.' Leaders consult with stakeholders when monitoring the curriculum's impact. This ensures developments are both challenging and appropriate, meeting the needs of pupils. Exploring spiritual moments is encouraged through personal reflection upon world events, past and present. Pupils understand how they can learn lessons and make a difference. Leaders use innovative approaches to develop spiritual understanding, such as star gazing evenings and OPAL (Outdoor Play and Learning). Pupils are beginning to spontaneously contemplate how they are 'part of something bigger'. However, a shared understanding of spirituality is not embedded across the school. This means that opportunities for deeper spiritual moments in the curriculum are sometimes missed.

Collective worship unifies the school community. Leaders have devised ways for pupils and adults to connect in communal school spaces, classrooms, outdoors and with local churches. This enables them to meet daily in inspiring and enriching ways to support their spiritual growth. Pupils recognise there is a pattern and rhythm to worship, all rooted in Anglican tradition. Each part of worship, such as the importance of lighting the candle, is valued, creating reverence and respect. Songs and prayers are carried into the school day and onward into homes. Worship is shaped to provide opportunities for reflection. Pupils and adults joyfully engage with a sense of awe and wonder. This creates the opportunity for members of the school community to reflect and 'feel calm'. The local ministry team regularly leads worship that deepens pupils' understanding of biblical stories and teachings. Relationships with the parish church are enriched by worshipping and celebrating festivals together in the church building. This engenders a sense of belonging to something bigger. Pupils demonstrate the impact church worship has on them by volunteering to help lead worship on a Sunday.

Relationships within the school and with its community are exceptionally strong. Adults and pupils are valued as unique and their gifts and talents explored and celebrated. High expectations of achievement and behaviour are modelled and replicated. Where some fall short, restorative conversations help rebuild trusting and productive relationships. Pastoral support is transformational. The development of a specialist provision shows the lengths to which leaders innovatively go. This provision tailors the curriculum offer to those with complex needs. The wider school benefits from this specialist expertise through the sharing of resources and good practice. Staff work diligently yet sensitively to overcome barriers to learning, striving to support the vulnerable. They act swiftly, using evidence-based resources, enabling pupils and adults to feel a growing sense of self-worth. This support extends beyond the school day and into family life. Parents describe how staff 'go above and beyond,' offering practical and emotional support. The school has invested in facilities that provide a safe space for families. As a result, they feel

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loved and emotionally restored whenever they use the facility. Wellbeing is a priority. There is a strong sense of belonging at St Paul's, where pupils and adults are helped along on their journey through life. Staff are proud to work at the school and know they make a difference.

An outward-looking culture of justice and responsibility is palpable. Pupil leadership is inspirational. They are ably supported by leaders and clergy, who celebrate their confidence, bravery and empathy. There are powerful examples of pupil leaders working closely together to represent the voices of their peers. Responding compassionately, they have raised awareness of medical conditions that have directly affected families. The school partners with the parish church, collecting for local foodbanks. In addition, they work with the local gurdwara to support Christmas hampers that help struggling families. They purposefully choose to invest in these relationships, promoting togetherness on a local, national and international scale. This is because 'together, they shine brighter.' Pupils are supported to disagree well, articulating their thoughts, expressing their opinions, and advocating for their beliefs. They engage in critical thinking because they are given regular opportunities for deep discussions around justice and equity. As a result, they are unafraid to stand up for, and respond to, situations that they see as unjust.

RE is prioritised at St Paul's. Pupils and adults recognise it as a core subject in their Church school. Leaders have worked closely with the diocese to design a new RE curriculum. This inspires pupils to want to learn more about others beliefs and values so they can 'shine like stars in the world'. Staff are supported by leaders to ensure that provision is well-balanced, relevant and diverse. It is thoughtfully sequenced and builds on pupils' experience. Key knowledge is identified and developed as pupils grow through the school. This enables them to learn to discern what influences their own lives, whilst understanding the importance of respecting the views of others. They do so in increasingly mature ways. Pupils demonstrate clarity and understanding, talking confidently about their knowledge of Christianity. The RE curriculum is accessible to pupils because a range of methods for delivering it are used in the classroom. These include drama, art and reflective storytelling. This is evidenced in their personal reflections of their learning. One pupil explained how lessons on Noah and the flood taught them to trust God even when things are difficult. Visitors from within the community with a range of religious and worldviews are invited to share their personal experiences. This ensures the RE curriculum is inclusive and authentic. Pupils are confidently inquisitive, asking deep, exploratory questions that seek to understand where values align, whilst celebrating each person's uniqueness. Visits to places of worship enhance pupils' experiences. They explain that without these opportunities their understanding of, and respect for, different traditions and ways of life would be limited.

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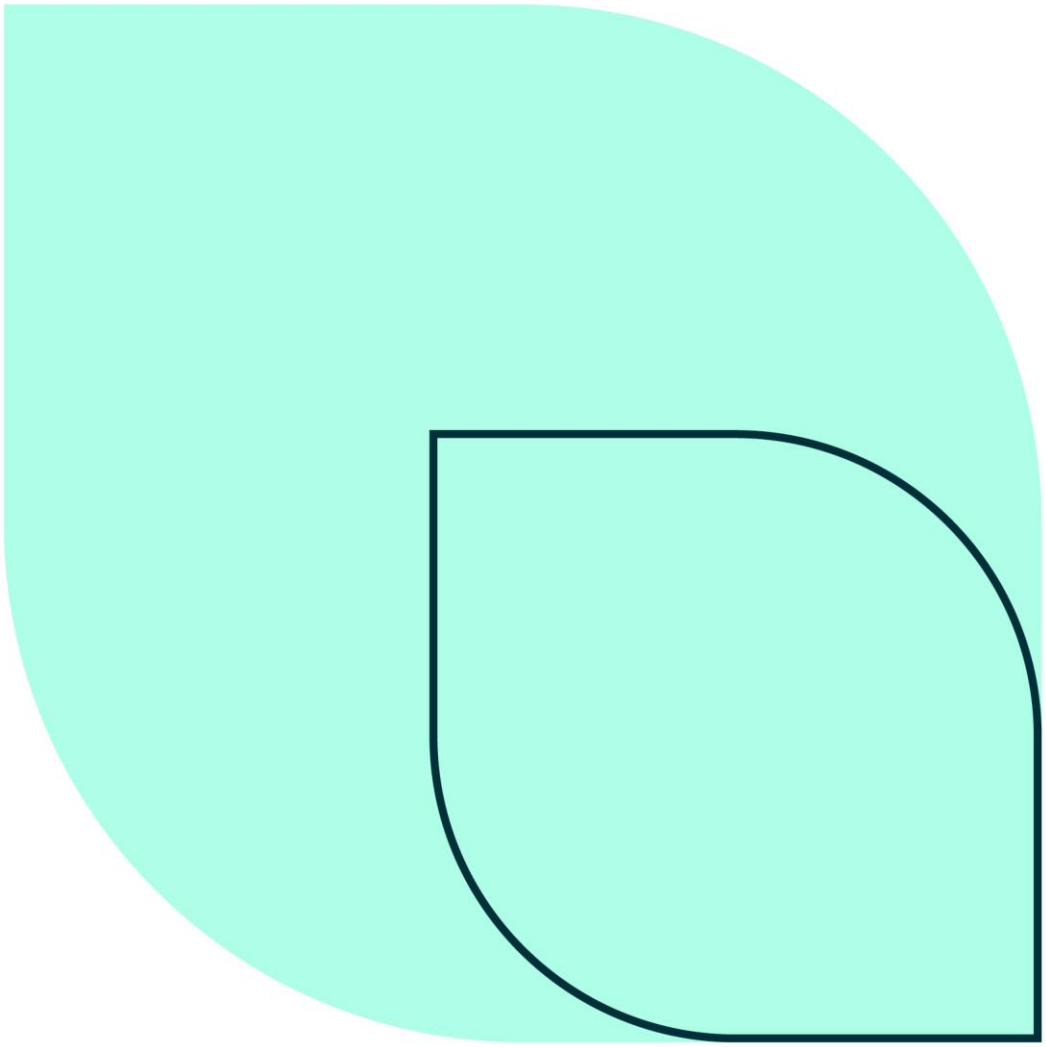
Information

Address	Wiclif Way, Nuneaton, CV10 8NH.		
Date	20 January 2025	URN	125656
Type of school	Voluntary Controlled	No. of pupils	442
Diocese/District	Coventry		
Headteacher	Lindsay Eardley		
Chair of Governors	Claire Emptage		
Inspector	Nadia Underwood