Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Blockley Church of England Primary School	
Address	Park Road, Blockley, GL56 9BY
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision

At Blockley School, we encourage one another and build one another up, aspiring to love learning, celebrate success, respect difference and nurture others in a Christian environment.

Love, Encourage, Aspire, Respect, Nurture. Encourage one another and build one another up.

1 Thessalonians 5:11

Key findings

- Leaders are passionate and dedicated making significant improvements which raise the impact which this Church has for all. However, there is no systematic approach which robustly evaluates all aspects of a Church school.
- The vision has shaped a culture of high aspirations which effectively raises pupils' self-esteem. The nurture for vulnerable pupils is of high quality, enabling them to flourish.
- Pupils have a good understanding of the importance of the vision and Christian values recognising how these shape their thinking. There is a distinct sense of being part of a caring community, where all treat one another with dignity and respect.
- Collective worship deepens pupils' understanding of what the vision looks like in daily life. It is invitational and inspiring. At present, pupils do not have the opportunity to plan and lead worship independently.
- New approaches to religious education (RE) raise its importance and readily engages pupils in their learning. Whilst opportunities to enable pupils to flourish spiritually have grown, there is no agreed definition, nor are these identified in subject planning.

Areas for development

- Create a rigorous system to monitor and evaluate the impact which the school's Christian vision has on all aspects of being a Church school, which effectively involves all members of the school family. This will lead to key focuses for improvement being identified.
- Agree a definition of spirituality which staff can use, and ensure opportunities to enable pupils to flourish spiritually are recorded across all subject planning.
- Enable pupils to plan, lead and evaluate collective worship, so they develop ownership in this area and contribute to improvements.

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Inspection findings

Leaders' bold decision led to renewing the school's Christian vision, using this to drive improvements following a time of instability. This underpins the creation of a strong staff team who have real ownership of the vision. The school's Christian distinctiveness is growing, with an emphasis on sharing God's love. The vision effectively addresses the needs of the community. It nurtures high aspirations, whilst extending pupils' awareness of the wider world. Leaders talk passionately about the theological principles underpinning the vision. They hold the belief that we are all wonderfully made in God's image and are special. Just as Jesus welcomed all, the school seeks to emulate this. Leaders see it as their responsibility to show God's love, so each pupil can be the best God made them to be. Staff live out the vision and Christian values so all can see the difference these make. The vision is now clearly driving improvements. This is evident in the culture of high expectations and improvements to the curriculum. It is reflected in approaches to behaviour and nurture for one another. Governors are now encouraged to monitor, they do so with enthusiasm and commitment. Leaders make ongoing evaluations, refining improvements. However, there is no systematic plan which enables all aspects of a Church school to be rigorously evaluated. The role of staff in the process is not always clear.

The vision nurtures a culture of high aspirations. Staff use this language in learning with an emphasis on being the best you can be. Pupils are encouraged to recognise their strengths, which are celebrated. An impressive feature is the way pupils refer to the biblical verse related to the vision. This encourages them to support one another, working collaboratively, enabling peers to overcome challenges. Staff have high expectations of pupils, skilfully providing support so they are successful, raising self-belief. This enables vulnerable pupils to frequently make better progress from their starting points than peers. The school has a fine reputation in the area for this provision. The support for meeting the diverse needs of all pupils is good, so they can flourish, Pupils' emotional health is effectively developed, helping them to recognise their emotions. Mental health and well-being has a high profile. Pupils use strategies which help them to be calm. The head provides staff nurture, enabling them to feel valued.

The vision drives leaders to create an engaging curriculum. This effectively deepens pupils' knowledge of their locality. Pupils' understanding of difference and diversity is well developed. Links with schools in Ghana and Chicago extend this, enabling pupils to talk thoughtfully about differences. Pupils articulate that everyone is special, after exploring black history. Class literature books provoke deep discussions which extend pupils' thinking, notably about stereotypes. There are more opportunities to enrich pupils' spiritual flourishing, with staff increasingly confident to develop ideas spontaneously. However, there is no agreed understanding of spirituality. Opportunities for spirituality are not identified in subject planning. Pupils are beginning to record ideas in a class folder, usually in writing, although not in other creative ways. A school council makes decisions about charities to support. This approach is beginning to encourage more pupils to become independent advocates for change. This enables pupils to show their vision of building up others. A good example is raising awareness of Downs syndrome and how precious each person is.

Pupils understand the significance of the vision through the acronym LEARN. This represents, Love, Encourage, Aspire, Respect, Nurture. They are confident to talk about

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each aspect. Central to this is love and how we treat one another. It is clearly reflected by the way pupils treat all with a high degree of dignity and respect. There is a tangible sense of being part of a caring family. Pupils draw on ideas from Christian values, identifying how these influence actions, such as friendship and perseverance. Forgiveness and using restorative strategies to make amends are securely understood. Older pupils use these to resolve minor disputes, seeing themselves as role models.

Partnerships with other providers is now growing, enabling the school to enrich their provision. This reflects the vision of encouraging one another. Specific diocesan training is extending staff expertise through new initiatives. These include introducing 'Understanding Christianity', an RE resource, which is deepening staff and pupils' knowledge of Christianity. Informal links with local schools enables joint work with subject leaders, strengthening moderation. The local church is influential, supporting governance well. They lead worship and contribute effectively to teaching RE. Relationship with the community are strong, where the school plays a major role.

Leaders ensure that RE has a high profile as it enriches pupils' understanding of the vision and its significance. Recent improvements are being embedded, such as the use of 'big questions', which challenges pupils' thinking, provoking their curiosity. Discussions explore ideas at greater depth requiring pupils to justify their ideas. They learn to disagree well. Different approaches to learning involving drama and media engage pupils. Planning, with clear learning objectives, is securely in place. The RE subject leader models good practice and enriches subject knowledge. Key vocabulary is discussed and displayed, extending pupils' understanding. Leaders recognise that pupils' understanding of world faiths is less well-developed. In response RE days explore world faiths and views in greater depth, enabling pupils to appreciate their significance. Strategies that allow staff to know how and what pupils are learning are in place, but being refined to enable staff to track pupils' progress closely. Knowledge of Christianity as a living faith is growing, but not fully developed. Pupils say they now enjoy RE as it makes them think.

Collective worship is invitational and inspirational. Pupils of a religious faith or no faith articulate the contribution Christian values make to their lives. They value opportunities of coming together as a family. Collective worship makes a major contribution in helping pupils' understanding of what the vision looks like in daily life. Planning progressively develops aspects of the Christian values. However, there is insufficient detail to allow staff to develop these further. Pupils play a more active role in worship, through reading their prayers. At present they do not plan and lead worship independently or have a significant role in evaluations. Prayer is valued as a chance to share ideas with God or be still. Knowledge of Christian festivals is good, pupils talk about these in depth. The 'Open the Book' team lead interactive worship which is clearly enjoyed. The leader for worship is ambitious and continues to make improvements ensuring it has a high profile.

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Information			
School	Blockley Church of England Primary School	Inspection date	23 January 2023
URN	139524	VC/VA/ Academy	Voluntary controlled
Diocese/District	Gloucester	Pupils on roll	145
Headteacher	Ann Barry		
Chair of Governors	Mark Chappell		
Inspector	David Hatrey	No.	844

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