

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Clement's Church of England Academy			
Address	Butlin Street, Nechells, Birmingham, B7 5NS		
Date of inspection	29 November 2019	Status of school	Academy inspected as Voluntary Controlled Birmingham Diocesan Multi-Academy Trust (BDMAT)
Diocese	Birmingham	URN	138432

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

### School context

St. Clement's Church of England Academy is a primary school with 224 pupils on roll. The school serves a diverse community with 34 ethnic heritages represented. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. Many pupils are from families of Muslim faith. The academy belongs to the Birmingham Diocesan Multi-Academy Trust (BDMAT). Having previously been the deputy head, the headteacher has been in post for one year. A significant number of staff have joined the academy this year.

### The school's Christian vision

'Learning for life, anchored in Christ'

We have this hope as an anchor for the soul, firm and secure. Hebrews 6:19

Inspiring happy, courageous, independent, curious and creative life-long learners. So that all achieve their full potential, striving academically and socially with humility and dignity. Believing being anchored in Jesus Christ will guide us with hope, compassion and wisdom in becoming successful members of a global community.

### Key findings

- The palpable Christian vision and values have theological and biblical depth and purpose for the community. They give hope to everyone, even 'when the world goes up and down'.
- The Christian vision drives the diligent work which successfully raises the aspiration and achievement of pupils and staff.
- Inclusive, pupil-led collective worship powerfully illustrates the biblical roots of the Christian vision and values. Regular prayer gives spiritual rhythm to each day. Pupils value special times when they can pray in creative ways.
- Pupils take meaningful action to improve the lives of others locally. Their understanding of themselves as agents for change in a global sense is less well developed.
- Religious education (RE) is effective. Assessment is at an early stage of development.

### Areas for development

- Develop assessment and recording processes in RE so that all pupils, including those who are vulnerable, are able to progress as well as they can in their knowledge, understanding and skills.
- Deepen pupils' experience of creative prayer in collective worship.
- Foster some genuine international connections that give pupils a fuller understanding of themselves as global neighbours and agents of change.

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**

The humble, servant heart of the headteacher, together with dedicated, effective governors, inspire everyone to give deep attention to the particular work of God, in this diverse setting. Leaders have formed a deeply pertinent vision for their community. It is inspired by an understanding of Jesus as a servant of, and minister to, those who are vulnerable. It is expressed through a clear, practical theology that finds solutions to the physical, social and emotional challenges sometimes faced by pupils. The environment proclaims the Christian vision, enveloping everyone in biblical wisdom that anchors their lives in hope. As a result, this academy is widely recognised as a safe harbour for pupils and families. It keeps them steady and secure when 'their world goes up and down'. Graciously, generously given support ensures dignity and growing self-worth for all. Leaders keep the vision and provision under review to maintain its relevance.

The Christian vision is embodied in lived-out Christian values. Pupils readily cite Bible stories they know, to illustrate the academy's values. As a result, everyone talks with conviction about how values shape their lives, choices and relationships. Relationships in the school are highly positive and nurturing, enabling genuine respect for difference. Pupils treasure each other's beliefs and views. Consequently, everyone reverently walks their paths of faith and belief, alongside one other. This is demonstrated profoundly in collective worship, when pupils freely pray simultaneously and aloud, from their own faith and in their own language. This is a touching expression of the harmonious haven that has been created here where everyone lives well together. Behaviour is overwhelmingly positive. Exclusion is rare and a last resort for leaders, whose dedication to inclusion and protection of pupils is compelling. Pupils have a thorough biblical understanding of forgiveness and reconciliation which helps them to 'come back together' when they fall out. They identify Jesus forgiving the betrayal of Judas as an important example for them.

The hopeful Christian vision underpins the diligent, aspirational work of the academy to optimise life chances for pupils. Adults give deep and frequent attention to the needs of their pupils. They make provision, that is sometimes sacrificial, to ensure that pupils can thrive and live life fully. Pupils make progress that is broadly similar to that seen nationally. The gap between disadvantaged learners and their peers is still narrowing. Leaders are innovative in their efforts to secure improvements, prioritising literacy for families in order to accelerate progress for pupils. Promoting aspiration through dedication and hard work, contributes to the notably positive, optimistic learning culture. The pastoral heart of the school is strong. Staff, pupils and their families feel loved and protected. Close attention is given to the mental health and well-being of everyone. Pupils frequently use the 'inside out slips' to seek support when they feel 'troubled inside'. High investment in pastoral support demonstrates the academy's understanding of, and ministry to its community. Staff are well trained for their roles, often through partnership with the diocese and BDMAT. All staff appreciate the supportive, family-like atmosphere. They encounter the Christian values in their daily work and are enabled to 'stay steady when storms come'.

The carefully designed curriculum is built upon the Christian vision and values, enabling pupils to develop spiritually. Pupils understand how these impact on their lives and those of others. They relate the values to historical events, local or national incidents and world concerns such as climate change. Sometimes this leads pupils to be agents of change, such as writing to the mayor and to a local chocolate factory about the use of palm oils. Pupils have a strong sense of service and being good neighbours in their community. Their concept of global diversity is extensive but pupils' understanding of themselves as global neighbours is less well developed. Through the contextually relevant, question rich curriculum, pupils are taught sensitively about human worth and rights. They understand God-given uniqueness and the entitlement for all to be 'the best version of themselves'. Enrichment opportunities help to nurture varied skills and celebrate talents.

Collective worship is the beating heart of the academy. Biblical teaching, here, impressively shapes the Christian vision and values, so all understand the motivation for the academy's service to its community. Everyone cherishes collective worship as an opportunity to be held safely in the academy's faith-filled togetherness. Pupil leaders of worship are enthusiastic, confident and highly effective. Pupil engagement and contribution are exemplary. This strong practice is shared with other schools. Graffiti boards invite pupils' thoughts and ideas about worship and how it can improve. Pupils appreciate being comforted and encouraged through worship, receiving assurance of God's reliability when they are worried or afraid. Spoken Anglican responses such as 'all the time God is good', help to reinforce this for pupils. Prayer gives spiritual rhythm to each day. Reflection spaces allow worship to overflow into classroom life. During a prayer week focussing on the Lord's Prayer, prayer stations invited pupils to pray or reflect in creative ways. These stations were generously shared to

inspire others in and beyond the local community, to pray. More frequent opportunities to pray creatively would further deepen the spirituality and inclusiveness of worship. Special services are held in the church and enable pupils to celebrate important times in the Christian calendar. There has been positive engagement with the clergy, including for collective worship and shaping the Christian vision. This is currently diminished as the church is in pastoral vacancy.

The RE curriculum and learning experiences give deep expression to the school's inclusive vision. Pupils feel safe to ask big questions and live comfortably with different points of view. They have an impressive understanding of the big story of the Bible. They talk knowledgeably about theological concepts such as the fall of man and the Christian belief in God as Father, Son and Holy Spirit. Through questions and enquiry, pupils have learned to explain the many similarities, as well as differences, between religions. Assessment and recording are under review in order to ensure that all pupils, including vulnerable learners, can progress as well as they can in RE. Training for staff ensures that they are confident to teach RE and the newly appointed leader is well supported.

The work of God, in and through this excellent academy, is profoundly encountered by everyone. Deep understanding of Jesus, as a firm and secure anchor, gives tangible hope, steadiness and safety to everyone. They cling to it when they feel 'at sea'. It inspires everyone to be resilient in life and learning and underpins the academy's dedication to securing rounded flourishing for all its pupils.

Headteacher	Devina Shryane
Inspector's name and number	Jane Martin 646