



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Deanery Church of England Primary School

Address 14 Fox Hollies Road, Sutton Coldfield, B76 2RD

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

The effectiveness of religious education (RE) Good

School's vision

'Ad Majorem Dei Gloriam' ('To the Greater Glory of God')

We believe that everything we do is a faithful response to God's faithfulness, shown to us through Jesus Christ. Our vision is to reflect God's glory in every season of life, in all aspects, from the little things, to the big.

Key Findings

- Together, the whole school community share a clear Christian vision for the school. This vision, and associated values, underpin the whole life of the school. However, these need to be communicated through key policies. Deanery is an inclusive, compassionate and caring community, working together 'to the glory of God'. Consequently, every pupil is valued and nurtured as the person God created them to be.
- Driven by the Christian vision, the school's curriculum meets the needs of all pupils and is a strength of the school. However, opportunities for spiritual development are sometimes missed as the school lacks a clear shared view of what spirituality means to them.
- Pupils are valued and their voice is heard. The Christian vision and values give pupils confidence to challenge injustice and make a tangible difference in their community and beyond. They think deeply, ask 'big questions', and build meaningful relationships.
- Collective worship, springing from the Christian vision, is valued, biblical and affirming. It is developed and enriched by strong opportunities for pupil leadership. Collective worship influences the lives of both pupils and staff, enabling them to flourish.
- Religious education (RE) at Deanery school is challenging and engaging and flows naturally from the school's vision and values. A conceptual, enquiry-based approach empowers pupils to explore their own and others' convictions with respect and understanding.

Areas for development

- Embed the culture for deep reflection so that opportunities run across the curriculum and through the whole life of the school and can be accessed by all children.
- Strengthen the impact that spirituality has across the school by developing a clearer shared understanding of what is meant by spiritual development at Deanery school.
- Ensure that key policies and documentation fully reflect the Christian vision and how this enables all learners to flourish.

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

At Deanery school, the distinctively Christian vision of reflecting God's glory in all things is specific to the school's context. This impacts strongly on the life and work of the whole school community. Whilst the school's trust deed was set up to serve the families of the 14 Deanery churches, the school faithfully serves the whole local community. Governor engagement with diocesan support has contributed to the exceptional clarity with which leaders and governors articulate and live out the Christian vision and foundation of the school. However, the school's Christian vision and values are not consistently communicated by and driven through key school policies. The biblical vision and the passion, commitment and urgency of leaders enable all members of the school community to flourish. The school is characterised by strong support and nurture for pupils and families, giving all pupils value, recognition and an identity set in scripture. As noted by governors, 'Our vision reflects God's heart for children to thrive'. The school embraces and helps shape opportunities offered by the Diocese, including diocesan leaver's services, resulting in close partnership working with other church schools. Governors care passionately about the school and place each pupil and the Christian vision at the centre. Strong mutual support with local churches and positive ecumenical partnerships have developed directly through the life and work of the school. Through well planned monitoring and evaluation, governors know Deanery well and contribute meaningfully to the school's ongoing development. Consequently, staff and governors are given every opportunity to flourish personally and professionally.

Driven by their Christian vision, Deanery's curriculum caters well for the needs of each individual. All pupils, including the most vulnerable, are well supported with their needs met effectively. This continued throughout lockdowns, and the quality of interventions in place to meet individual needs stands out as a strength of the school. Curriculum drivers prioritise experiences and aspirations, including opportunities for spirituality, collaboration and enrichment. Pupils and their parents value this broad and nurturing curriculum that flows naturally from the school's vision. As the headteacher noted, 'God's heart is for His children to thrive'. This is borne out by confident independent learners who are ready to contribute, achieve to the best of their ability and have strong attitudes to learning. A culture for deep reflection is valued across school. However, this is not embedded across the curriculum and is not accessed by all. Pupils explore spirituality through big questions mapped across the curriculum. However, there is not currently a clear shared picture of what spiritual development means to Deanery as a whole. This has reduced the potential impact of this work.

The school's vision of doing all things in response to God's faithfulness has widened pupils' perspectives to see a bigger picture and consider the needs of others beyond their own locality. Children value opportunities to be agents for change, including meeting needs which they themselves have identified. The curriculum empowers pupils to be mindful of themselves and others. Pupil voice is valued at Deanery and, through 11 pupil councils, is channelled into making a tangible difference through social action. During lockdown, the school demonstrated care and compassion through Deanery Deeds, where pupils took opportunity to spread hope and joy in the community. Pupils are articulate advocates of change, passionate about challenging injustice and inequality.

Relationships within and beyond school are firmly rooted in the Christian vision, with everyone given the nurture, encouragement and opportunity to thrive. The school has listened to the views of parents and their children, developing a behaviour policy based on forgiveness and reconciliation through positive relationships. Mental health and wellbeing are championed for pupils and adults across school. As noted by a pupil, 'at our Jolly Jungle, we can talk about our thoughts and feelings and it really helps'. High levels of support continued through lockdowns and, following feedback, this provision has been significantly extended. A parent noted, 'Deanery supports families well because they really care'. Pupils care for and respect each other and behave well.

Deanery is highly inclusive and welcomes all with dignity and respect as children of God. As a Unicef rights respecting school, pupils value their right to feel safe. The school behaviour focus of 'Ready, Respectful, Safe' supports all in treating others as they wish to be treated. A culture of care and acceptance ensures that all pupils, regardless of background, disability, gender, identity, religion or sexual orientation, feel accepted as the person God made them to be. As a pupil said, 'we want to know what is important to others so we can respect them'. Pupils are keen to challenge injustice and enjoy articulating the difference they make. They feel listened to and their viewpoints are treated with respect.

Collective worship is valued at Deanery, with a tangible sense of community and belonging. Collective worship is inclusive yet invitational; everyone's involvement is welcomed and communion services for those of faith are valued. Worship flows from the school vision and values and supports pupil's biblical understanding and spiritual development. Pupils take on wide ranging roles in planning, leading and evaluating collective worship. A culture of prayer and reflection is prominent and deeply embedded across the life of the school. A recent 'fizzy prayer' activity gave children and adults opportunity to consider those who had wronged them and the impact of pent-up anger. A parent prayer group takes prayer requests from each class weekly, promoting the value and power of prayer. A focus on teaching theologically sound songs that reflect the vision and values has made singing and music an integral part of worship. Collective worship continued throughout lockdown, bringing messages of faith and hope. The practice of recording worship has continued so that children continue to experience a wealth of input into worship from staff across school, clergy and visitors.

The school's vision drives the RE curriculum. A carefully planned RE curriculum enables pupils to engage with Christian belief about God's faithfulness. Pupils are empowered to explore confidently their own and others' convictions with respect. They relish challenging questions and discussion such as, 'can you update wisdom? A number of resources are used effectively to plan a spiral curriculum, where regular revisiting gives pupils a real depth of understanding. A conceptual enquiry approach gives pupils a starting point they can relate to. They make connections and put their learning into context. Pupils are well supported in RE, such as pre-teaching key vocabulary to those with learning needs. Quality questioning supports pupils in thinking deeply. Through the study of several religions, pupils have an informed and respectful understanding of a range of beliefs. Visitors from other faiths respectfully enrich the curriculum. Staff value and enjoy teaching RE. They are supported effectively through quality training and a highly experienced subject leader.



The effectiveness of RE is

Good

The quality of teaching in RE is consistently good or better, shown through rigorous monitoring and verified during inspection. Progress is evident in RE books, with evidence of pupil's depth of understanding. Individuals and groups who are not making expected progress are quickly identified and appropriate provision put in place to ensure that all pupil's needs are met effectively.

Contextual information about the school

Date of inspection	15 th October 2021	URN	137155
Date of previous inspection	20 th March 2014		
School status	Single Converter Academy	NOR	457
Name of MAT/Federation			
Diocese / Methodist District	Birmingham		
Headteacher	Jayne Lockett		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)	Deanery is a two-form entry Church of England primary school and nursery, serving the communities of 14 parish churches located within the old Deanery of Sutton Coldfield.		
Inspector's name	John Clapham	No.	775