

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

<b>Baldwins Gate Church of England VC Primary School</b>	
Address	Tollgate Avenue, Baldwins Gate, ST5 5DF
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
<p>Baldwins Gate Primary School is a Christian school where children, inspired by our Christian values, learn together to be the best that they can be. Through respect, tolerance, and kindness they learn that they are unique and valued and to celebrate the value and uniqueness of others.</p> <p>1 Corinthians 13: 4 Love is patient, love is kind. 1 Corinthians 13: 7 It always protects, always trusts, always perseveres.</p>
Key findings
<ul style="list-style-type: none"> <li>• Baldwins Gate's theologically rooted Christian vision is deeply embedded and understood by everyone. It creates exceptionally harmonious and respectful relationships, enabling the community it serves to grow together well.</li> <li>• The school's vision is successfully woven into the curriculum. Consequently, pupils' think deeply and ask searching questions about the areas they study.</li> <li>• Leaders have begun initial work to create a whole school approach to spirituality. However, spiritual development is not formally evaluated across all curriculum subjects. Therefore opportunities to maximise and assess pupils' spiritual experiences are missed.</li> <li>• Religious education (RE) offers pupils stimulating opportunities to reflect on their own and other religious viewpoints. They learn about different world faiths, particularly those practised within the school's cohort which draws them closer together.</li> <li>• Collective worship is held in high regard. It is inclusive, in line with the vision, and enjoyed by pupils and adults. However, the absence of a vicar and the recent pandemic has limited attendance at church and consequently pupils' experience of Anglican traditions.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Make pupils' spiritual development an explicit priority through developing the school's shared understanding of spirituality and ways to evaluate spiritual growth.</li> <li>• Further develop spirituality by creating sacred spaces where adults and pupils can experience spiritual moments through stillness and reflection.</li> <li>• Continue to find ways to encourage local church partnerships that further develop collective worship and support Anglican traditions.</li> </ul>



## Inspection findings

Through an exceptionally well embedded Christian vision, a sense of love and service permeates Baldwins Gate Primary School. It is a community that welcomes all in the belief that everyone should enjoy life in all its fullness. Governors articulate with clarity how the vision shapes every aspect of school life. Baldwins Gate is a community where Christian values are articulated, demonstrated, and celebrated. Additionally, the school's vision threads together strategic decisions, shaping policies and ongoing developments. It is the driving force that enables pupils and adults to flourish.

Staff's dedication to the school's vision and associated values shapes pupils' behaviour. Pupils explain that if conflicts arise, they can use their values to remind them how to 'get on.' This results in confident, self-resilient pupils who live and learn well together.

Pupils' understanding of the vision extends beyond the school community. They speak with compassion and clarity about current conflicts in Europe and the national impact of the recent pandemic. In response, staff support pupil led initiatives that encourage them to be agents of social change. For example, selling bracelets to raise money for the National Health Service and collecting wanted items for Ukrainian refugees. Additionally, following learning on environmental issues, younger pupils have initiated litter picking sessions in their village. Through supporting such causes, pupils make positive, age-related contributions to the local, national, and international community. In accordance with their school's vision, they are learning to respond to adverse situations with respect, tolerance, and kindness.

Collective worship at Baldwins Gate is held in high esteem. The collective worship leaders have introduced a well-balanced programme of worship. They have ensured worship is inclusive, inspirational, and invitational. Consequently, collective worship is attended and enjoyed by adults and pupils of all faiths or none. Collective worship creates a deeper understanding of the school's vision. For example, moments of stillness allow children to reflect on their uniqueness and the uniqueness of others. Thus, leaders have created a sense of unity within their community. Parents say they appreciate the moral integrity that collective worship provides for their children. An enthusiastic team of pupils lead or support collective worship. In addition, active participation in collective worship is open to all. Pupils are central to evaluating collective worship and this drives continual improvement. Governors attend collective worship regularly and observe and record the impact of worship. They ensure collective worship reflects the Anglican status of the school as expressed in its trust deed.

However, the recent pandemic has restricted pupils' opportunities to worship together at church. Additionally, due to retirement, the parish does not have a vicar. Consequently, children's experience of Anglican traditions is limited. Despite these difficulties the school has maintained an ongoing relationship with the church. For example, by invitation, churchwardens support activities at the school. They lead prayers and celebrate services, such as harvest, in school. In this way the school continues to address the needs of its community well.

The school has high expectations for its pupils. Leaders have created an ambitious, well sequenced curriculum, underpinned by the school's vision. Teachers know the curriculum well and have secure subject knowledge. They ensure pupils build on their previous understanding, and as a result pupils make good progress. Providing for pupils with additional needs is a strength of the school. These pupils have equal access to the curriculum. They are supported by well-trained teaching assistants who collaborate with teachers to enhance pupils' experiences and meet individual learning needs. Parents appreciate the support their children receive. They say that staff are exceptional at ensuring



their children are happy and learn well. Leaders' dedication to constructing a curriculum rooted in the school's Christian vision means all pupils find learning exciting and relevant. Opportunities are created for them to learn to reflect, ask big questions, and think about age-appropriate global issues. Consequently, the curriculum allows pupils to 'be the best they can' thus reflecting the school's vision.

Through regular lesson observations and via conversations with pupils, governors and school leaders skilfully evaluate the impact of the curriculum. During this process governors invite ideas from pupils that might encourage successful curriculum learning. These are listened to and acted on. For example, at pupils' suggestion the school has introduced celebration Fridays and eco-friendly class trophies. Pupils are excited to contribute their ideas and are learning that they can influence change.

RE is well led and popular with pupils and adults. Governors have clear understanding of the expectations of RE in a Church school and ensured that these are met. Pupils say they are given time to think, reflect, talk, and write about their own ideas. Through this reflective approach pupils have a growing understanding of diversity within their community and the wider world. Consequently, in line with the school's vision, children are learning to show respect, tolerance, and kindness. Good RE leadership has ensured that all teachers are confident to deliver RE. For example, staff report that the RE leader is always ready to answer questions or offer support during their lessons. Therefore, RE standards are consistent and pupils are enthusiastic and flourishing in RE.

The school has made tentative steps to reach an understanding of spirituality and how to embed this within the curriculum. However, spirituality does not inform planning and spiritual growth is not formally identified. Therefore, opportunities for children to develop spiritually are not always recognised. Additionally, the school has limited sacred spaces set aside for its community to experience spirituality through moments of stillness or reflection.

Support for good mental health and emotional wellbeing is a strength of Baldwins Gate. Staff are equipping their pupils with the personal skills and mental resilience consistent with the school's vision. Mental health, wellbeing and academic attainment are all equally valued. This approach promotes the belief that everyone is unique and valued and should experience life in all its fullness.

Cohesive staff relationships readily exemplify the school's Christian vision. This is an area of excellence at Baldwins Gate. Staff speak with warmth and passion of their experience of working together. They cite strong relationships, professional development, and the support of colleagues as reasons they stay at this school. Staff say that they feel more like a family than a team and that this contributes to living well together. Cohesive, yet professional, relationships have cultivated a harmonious place for pupils and adults to live and learn together. Adherence to the school's vision, founded on 1 Corinthians 13, has created a community that routinely experiences kindness and respect. As a result, Baldwins Gate is a place where all can flourish.



Information			
School	Baldwins Gate Church of England VC Primary School	Inspection date	17 November 2022
URN	124290	VC/VA/Academy	Voluntary controlled
Diocese/District	Lichfield	Pupils on roll	178
Headteacher	Leanne Lowndes		
Chair of Governors	Fiona Boulton		
Inspector	Delia Sheppard	No.	942