

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

### Halesowen Church of England Primary School

#### Vision

At Halesowen C of E we strive to educate, inspire and empower resilient and independent young people. We are proud to be diverse and celebrate differences. We believe all children can flourish if they are loved and valued. Our vision is deeply rooted in this bible quote as we aspire for all children to be the best they can be despite whatever barriers they may face.

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.” (Joshua 1.9)

Halesowen C of E 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

- In line with the school’s Christian vision, leaders enable adults and pupils to grow and flourish. Supportive and approachable staff enhance the wellbeing of adults and pupils.
- Pupils and adults are treated well in the school’s nurturing and inclusive culture. Time dedicated to understanding each person ensures barriers to learning are overcome, enabling pupils to succeed.
- Enthusiastic and determined leaders guide the rapid and sustained development of Halesowen as a Church school. This is strengthened by strong partnerships with the diocese, enhancing the Christian foundation of the school.
- Rich and inspiring collective worship creates a profound sense of unity and appreciation of awe through meaningful opportunities to gather. Thought provoking questions, together with times of stillness and prayer enrich adults and students’ spiritual lives. This deepens their sense of connection

#### Development Points

- Embed the school’s understanding of spirituality into the wider curriculum. This is to further enrich pupils’ spiritual flourishing and growth.
- Refine the assessment of religious education (RE) to more effectively capture pupils understanding of the diversity of religious and non-religious worldviews. This is to effectively identify strengths in learning, as well as areas to develop.
- Extend pupils’ understanding of justice and responsibility. This is to ensure their voice can play a more independent leading role in recognising and challenging injustice.



## Inspection Findings

Halesowen Church of England Primary School nurtures adults and pupils, enabling them to flourish. Leaders and governors rightly champion the Christian vision as the key driving factor that effectively serves the context of the school. Firmly rooted in biblical teaching, there is a clear sense of purpose and direction. The vision inspires a sense of unity and togetherness, driving policies and practice. Strong links with local churches, the diocese and multiple charitable organisations drive the development of this Church school. Leaders look beyond the school community to reach out and care for others. The vision serves as a purposeful guide for pupils and staff on how to overcome challenges and succeed. Consequently, there is a strong sense of inclusion and acceptance throughout the school. The result is a positive atmosphere in which pupils and adults flourish. Staff effectively model key skills to overcome challenges continually providing much appreciated encouragement. Alongside motivation from the school values, responsibilities and high expectations, a variety of awards inspire the pupils to achieve. This impacts positively on pupils' decision making and helps shape the adults of tomorrow. The shared focus on the school's values positively impacts on pupils and adults. This in turn fosters a strong sense of inclusion, with effective partnerships commonplace throughout and beyond the school community.

The school's Christian vision underpins the curriculum. There is a strong focus on developing the whole child, so they flourish academically, socially and spiritually. Those with special educational needs and/or disabilities (SEND) are well supported. This is also the case for children new to the area, especially where English is not their first language. Nurture spaces are used effectively to assist those in need when required. Consequently, pupils feel valued and included alongside their peers. This emphasis creates a community which works together to achieve the best possible outcomes. Leaders collaborate with other local schools, the diocese and local church to enhance the curriculum and provide further enrichment. The use of 'windows, mirrors and doors' provides an opportunity for adults and pupils to reflect on key messages shared each day. However, there is a lack of rich spiritual development opportunities for pupils within the broader curriculum.

Collective worship is at the heart of the school. It is inclusive, demonstrating the school's Christian vision and values, supporting spiritual growth. This is exemplified by the school's decision to begin each day with worship, where key messages motivate pupils and adults. Planning for worship is detailed, enabling attendees to participate with sincerity and respect. It is intentionally made accessible to pupils, staff and families for additional special times of prayer or reflection. Thought provoking questions and bespoke events both at school and offsite encourage spiritual reflection. Consequently, members of the school community engage in a diverse range of enrichment opportunities. Pupils and adults acknowledge and value the variety of experiences available to nurture their spiritual growth. Formal church services and class reflections help pupils experience the broad range of ways people can worship. Leaders, staff, and local clergy collaborate to enrich worship through careful planning and thoughtful contributions.

The warm and welcoming environment provides a 'blanket of comfort' to the school community. This nurturing atmosphere encourages and challenges pupils and adults to be 'the best they can be.' Pupils behave well and consistently show kindness, recognising each person as unique and valued. As trusting relationships are deeply embedded within the school's culture, pupils feel they can talk to adults about the challenges they face. They know staff will listen and respond to their concerns. This creates a culture where pupils feel safe and supported. The Ark provides a haven for pupils that need additional nurture, where specialist staff nurture pupils in need. As a result, pupils and their families feel valued and empowered as they navigate the challenges of life. Parents feel they can



come to the school whenever they are in need. The school acts without judgment, and consequently, positively transforms the lives of pupils and their families. School staff actively assist each other to excel, with continual collaboration championed. Leaders listen to staff and aid their mental health and wellbeing. This makes individuals feel valued, living out the school's vision. Therefore, staff are proud of the harmony within the school community.

Pupils understand the meaning of justice and are clear in their pursuit of the rights and needs of others. The vision inspires leaders to be strong and courageous when ensuring that pupils gain a respect for diversity. Staff make certain that children learn from mistakes, with the school values providing an effective vehicle to scaffold conversations and improvements. Utilising school community connections at St John's is just one example of how the school explores, with the pupils, the difficulties facing others in the world. For example, there are strong links with the local baby bank, where engagement helps their families make the best start in life. Staff champion ways in which working together can make a positive difference. Pupils understand their responsibility to look after those around them, for example by organising charity days and raising collections for the local foodbank. However, pupils are not provided with sufficient opportunity to independently assume the responsibility of active contributors to positive change.

Pupils are well taught in RE lessons. They reflect on how they build on learning from previous years. Effective strategies are built into lessons to ensure that pupils know and remember more. Pupils use prior knowledge to develop their further understanding about the world around them, demonstrating the positive impact of the subject. They learn through a variety of activities including drama and discussion as well as exploring sacred texts. Pupils have an impressive understanding of their learning in RE and achieve well. They are proud of their work and demonstrate a thirst for further knowledge. However, assessment systems are underdeveloped. As a result, some staff are unclear about specific areas of strength and aspects for development.

RE is valued by the school and teachers are effectively supported. Pupils learning is enriched by visits and visitors, developing their awareness of the world around them. This syllabus focuses on Christianity, with units also taught about a wide variety of faiths and worldviews. The pupils' knowledge of Christian practices and beliefs is secure, underpinned by their understanding of Bible stories. The work of the RE lead, staff training and the use of specialist resources aid effective planning and teaching. As a result, pupils successfully develop their knowledge through discussions, and they are curious about the world. They are beginning to make links between what they have learned and what is important to them. RE books and floor books, which contain pupils' work and thinking, show respect and enthusiasm for the subject.

## Information

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| Address            | High Street, Halesowen, West Midlands. B63 3BB |               |        |
| Date               | 19 June 2025                                   | URN           | 103847 |
| Type of school     | Voluntary Aided                                | No. of pupils | 198    |
| Diocese            | Worcester                                      |               |        |
| Headteacher        | Lorna Knowles                                  |               |        |
| Chair of Governors | Jane Price                                     |               |        |
| Inspector          | David Scorer                                   |               |        |