

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tenbury Church of England Primary School	
Address	Bromyard Road, Tenbury Wells, WR15 8BS
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	Excellent
The impact of collective worship	Excellent

School's vision
<p>Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance, we aim to be the best that we can be.</p> <p>'Therefore encourage one another and build each other up.' 1 Thessalonians 5: 11</p>
Key findings
<ul style="list-style-type: none"> • The school's distinctive Christian vision is both the mainstay and the motivating force for transformational leadership. Christian service imbues all its work. • This is a deeply loving community, focused on making a difference to all it serves. A palpable serenity informs relationships at all levels and pupils are nurtured to be the best they can be. The school is highly inclusive, supporting every individual to flourish as a child of God. • Inspirational leaders ensure that the enactment of the Christian vision enables church and community groups to connect deeply with the school. This results in a vibrant culture of hope and aspiration. • Collective Worship inspires a rich culture of deep reflection that inspires the school community to love, serve and achieve well. Meaningful opportunities to reflect on the meaning and mystery of life are sometimes hindered by the lack of contemplation spaces. • Dedication to the Christian vision fortifies an empowering religious education (RE) curriculum that kindles a love of learning and a zest for knowledge and understanding. Pupils' understanding of Christianity as a worldwide religion, however, is less strong.
Areas for development
<ul style="list-style-type: none"> • Further develop pupils' ability to consider and reflect upon Christianity as a living world religion alongside other faiths. • Develop physical spaces that are conducive to spiritual nourishment for both pupils and staff.

Inspection findings

The deeply Christian vision of this school informs its mission, amplifies its purpose and suffuses the experiences of all. Self-evaluation and strategic decision-making are candid and adventurous. At its core is a courageous intent to ensure everyone flourishes, enacted with conviction and humility. Leaders and staff feel impelled to make a difference and do so with an unswerving generosity that is further distinguished by its authenticity. This school is energised by the desire to make a difference. In so doing, it serves and is served by goodness.

The resonant ethos of kindness and aspiration is palpable, evidenced in the supreme quality of relationships. Christian values inform all of school life, supporting and encouraging everyone. Abundant opportunities exist to enact the values and pupils respond eagerly to invitations to ‘fill someone’s bucket up’, or award one another a values sticker. ‘Project Touchline’, a sports and Christian values project, is helping pupils to see the ways in which Christian values can be powerful across diverse contexts. Pupils are clear that the school’s Christian values of forgiveness and reconciliation enable everyone to flourish in community. Behaviour is exceptionally good because pupils customarily treat one another with kindness and respect. Pupils’ care and thoughtfulness are exemplary, As a result, bullying is rare and eradicated swiftly. Parents likewise feel upheld, and attribute this directly to the school’s values. Individuals describe how compassion shown by staff has enabled them to surmount times of difficulty. The exceptional sense of Christian vocation is transformative for families and pupils. Examples of the tangible differences made to school attendance, individual resilience and self-worth abound.

Tenbury Primary Academy, a member of The Diocese of Hereford Multi-Academy Trust, is a shining light in the trust and the community. In enacting their Christian vision, leaders work in concert with church partners, creating a vivid interconnection between school and the wider society. The school plays a central role in local services and church celebrations. School leaders enjoy actively finding ways for its pupils and their families to benefit from partnerships. The vibrant school-community choir creates opportunity and aspiration for pupils while bringing joy to others, notably the elderly. The school contributes meaningfully to the religious and spiritual life of its local area because it is outward facing and energetically willing to collaborate. In turn, it is enriched by these meaningful partnerships. Volunteers, church and community groups flock to contribute to school life.

Suffused in this culture which builds up their dignity and respect, pupils think of others and actively seek to spread goodness. Their eagerness to be agents of change is seen in their impressive eco activities to promote wildlife and promote sustainability in their local area. Inspired by the altruism of its vision, the school is passionate about leading the diocese’s global partnership work with schools in Tanzania. This enables pupils to explore commonalities and develop a perspective of living on a wider map as children of God. Consequently, pupils develop their own character, have a sense of being agents of change, and feel compassion for God’s world.

Collective worship is the pivotal energy for the enactment of the Christian vision. There is a wholehearted commitment to inspirational worship. Diverse varieties of worship provide deeply poignant opportunities for reflection, spiritual development and prayer. Pupils speak movingly about the impact worship has on their lives and outlook, helping them to develop their own pathway to God. Pupils are passionate participants, electing to be involved in planning, monitoring and leading worship. Their understanding of biblical stories and the teachings of Jesus is impressive. Families share in this fellowship through online worship and church services. Through close partnership with local churches they are actively



engaged with the Anglican calendar and traditions. Prayer is a foundational activity. The lunchtime prayer group, the first in the diocese, further enhances its status. Pupils' prayers are displayed in abundance, exchanged with the church, shared at governors' meetings and are deeply cherished. Worship becomes relevant for everyone, inspiring spiritual growth, and leading directly to community cohesion. The quality of reflectiveness is transformational for pupils, bringing a self-awareness and understanding that informs their outlook. They speak movingly about their sense of personal development as spiritual beings. Pupils are enabled to look both inwards, developing their self-understanding, and outwards, towards a growing awareness of themselves in community with others. In so doing, they develop a spiritual vocabulary, enabling them to think prayerfully for themselves, appreciating the awe and wonder that this can bring. There is a lack of physical spaces to enhance spirituality and wellbeing for both pupils and staff.

The school is a pioneer amongst its academy schools for embedding the Christian vision into school development planning and every curriculum subject. RE is a significant strength, a direct expression of the school's vision and meets all statutory requirements. It is infused with the spirit of encouragement and support, securing academic rigour while simultaneously developing pupils' world views. The commendably insightful responses by the pupils are testament to this. The quality exemplified in this subject provides the guiding light for subject ambition across the curriculum. Pupils' love of learning in RE is unmistakable. All pupils routinely enjoy opportunities to excel in their thinking and responses to their learning. They appreciate that RE is for them a safe space where they learn about themselves, one another, and develop their own responses. Staff access high quality training and are trusted to use their unique skills to provide innovative learning opportunities. Meticulous monitoring by staff and governors ensures that the school's vision is resonant in teaching and learning. Thoughtful and flexible planning allows pupils to make connections between the school's vision and a growing understanding of the Christian faith. Consequently, pupils delight in the fact they can think for themselves and have their own views. The multi-disciplinary approach to learning enables pupils to develop their knowledge and understanding in meaningful ways. Consequently, pupils with SEND and those in vulnerable groups are often able to succeed in line with their peers. Purposeful marking and 'Flashback Fours' help pupils to retain and embed knowledge and learning. Pupils' appreciation of Christianity as a worldwide faith is less well developed. The planned curriculum encourages thematic links, introducing pupils to all faiths, and to the concept of no faith, through character dolls. Throughout the key stages, pupils have meaningful, first-hand experiences of different places of worship. Therefore, pupils learn about a range of faiths in a manner that transcends tolerance and shows a genuine sense of connection and appreciation. Consequently, there is a wide platform on which they can begin to view themselves and the world.

Information			
School	Tenbury Church of England Primary School	Inspection date	23 March 2023
URN	142448	VC/VA/Academy	Academy
Diocese/District	Hereford	Pupils on roll	240
MAT/Federation	Diocese of Hereford MAT		
Headteacher	Kerri Phelps		
Chair of Governors	Mark Yarnold		
Inspector	Bridget Knight	No.	876