

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Callow End CE Primary School

Vision

‘Building a foundation for love and learning.’

At Callow End we are dedicated to ensuring that all children and adults can flourish. Our vision is rooted in Christian theology that God is love. The Bible tells us that God so loved the world that He gave his only son so that we may have eternal life. God teaches us how to live our lives and we use the words and example of Jesus to build a firm foundation for love and learning.

‘Anyone who hears these words of mine and obeys them is like a wise man who built his house on rock.’

Matthew 7:24-25

Callow End CE 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

- Leaders, including governors and the Diocese of Worcester Trust (DOWMAT) ensure the Christian vision is deeply embedded. This offers pupils an exceptional experience of a loving, learning environment.
- The vision-led curriculum has been designed to excite pupils, including those pupils with special educational needs and/or disabilities (SEND). It provides access to learning and opportunities that expand their horizons and support their development.
- The daily act of collective worship is thoughtfully planned. Invitational, inclusive worship offers space for prayer and reflection which makes a difference to the school day and pupils’ lives.
- The intentional nurture of all members of the community is promoted by the vision. Therefore, adults and pupils flourish professionally, academically and in their personal mental health and wellbeing.
- The dedicated and forward-looking leadership of religious education (RE) ensures that pupils enjoy their learning. Pupils recognise the importance and significance of worldviews and religion, including Christianity, to peoples’ lives. This contributes significantly to pupils understanding of diversity.

Development Points

- Develop a whole school, vision-driven approach to justice and responsibility. This is to encourage more pupils to develop as independent advocates for social change locally and in the wider community.
- Establish and embed a shared language of spirituality. This is in order to assist adults in planning, and pupils in recognising and expressing intended and spontaneous moments of spirituality.



Inspection Findings

Callow End intentionally provides pupils and adults with a solid foundation of care, nurture and broad learning opportunities. This care enables adults and pupils to flourish. One member of the community commented, 'the care for one another is tangible here.' Leaders at all levels are dedicated and united in this vision. They ensure a focus on love and learning permeates policies, meetings, decisions and actions. Positive relationships with the trust and governors enhance these foundations as they formally and informally hold the school to account. Trust and school visions are deliberately closely aligned. Consequently, there is a collaborative staff team who are willing to react with speed and versatility to support each other. As a result, adults have a sense of personal and professional wellbeing which means they can successfully support their pupils. This has created a community where adults talk of seeing pupils live out Christian values every day.

Pupils receive a calm and warm welcome to the school at the beginning of each day. They often enter school to tranquil music and a personal greeting by senior leaders. Governors and parents appreciate the peaceful and settled atmosphere they find on visits to the school. This creates a reflective space for pupils to learn. The school vision is woven into the curriculum. Leaders are ambitious for pupils, identifying and providing specific support for individual pupils to help them access learning. This is particularly evident in their care for those pupils with SEND. The curriculum, trips, visitors and extra-curricular opportunities provide pupils with rich learning and exciting activities, broadening their horizons. The school has a policy for spirituality and has identified areas in the curriculum that could encourage spiritual growth. However, the school's language for discussing this is less developed. Therefore, both adults' and pupils' ability to share and reflect on spiritual moments is limited.

Planning for daily collective worship is thorough. Worship links to the school's vision and values. It also reflects and celebrates significant yearly events, festivals and celebrations. Pupils can talk about times when worship has changed their behaviour and made them reflect on their hopes for their lives. Adults say they feel invited to worship. Those who attend appreciate how it helps them to pause and feel calm. There is a strong tradition in worship to provide opportunities for pupils and adults to reflect for themselves. This is often on a specific theme or idea. The space and time allowed for this helps pupils and adults to flourish spiritually. Collective worship is monitored and evaluated by pupils, staff and governors. This leads to palpable changes in practice. Governors speak of how they observe pupils stop, think, listen and become involved in worship. There is a strong school and church partnership. This deepens pupils' understanding of worship. Support comes from the involvement of clergy and lay ministers, as well as the Open the Book team. Pupils are very keen to participate in and lead worship, they receive regular training from the trust to help them.

A striking aspect of this school is the way pupils and adults behave and treat each other. This is driven by the school's vision of building a foundation of love that is underpinned by the school's key values. These are truthfulness, perseverance, respect, courage, friendship and forgiveness and they shape behaviour. One pupil stated, 'people here are not mean to each other, but if they were, teachers would sort it out.' Positive behaviour is recognised and reinforced. Value tree leaves are given for exemplary behaviour. Rare Worcestershire black pears are very special affirmations of behaviour and are presented to pupils by governors. Pupils also notice positive behaviour in their peers and care for each other. For example, older pupils introduced and maintain a buddy scheme so they can support younger pupils. Parents speak of ways the school has gone above and beyond their expectations in caring for their children and themselves. Trust leaders actively promote mental health and



wellbeing for staff, providing in-house support and links with external providers. They explain that ‘we look after staff so they can look after the pupils.’

Callow End is a thriving community prioritising wellbeing and there are times when this overflows into the surrounding locality. Collective worship and the curriculum provide pupils with a clear understanding of what fairness looks like. As a result, they are beginning to make links with this and their experiences of the wider world. Some pupils champion wellbeing in school, initiate litter picks and talk about national campaigns they have taken part in with their families. The school council instigates collections for specific local charities. However, a desire for justice and social action does not have a high profile in the school. Consequently, pupils’ commitment to courageous responsibility is not well developed. Nevertheless, the difference the school makes to families in the community through developing partnerships and offering support is significant.

RE is a strength of the school. It supports cultural awareness and helps pupils consider their place in a diverse world. Led by a dedicated subject lead, the curriculum is carefully planned and well resourced. It has a prominent place on the weekly timetable. This reflects its importance in the life of this school. Pupils talk with confidence about core Christian concepts. They are also familiar with the Bible and talk about a range of biblical stories. Pupils enjoy learning in RE. The spiral curriculum is well balanced and continually builds on previous learning. The subject leader works closely with the trust and the diocese. This results in RE that is challenging and engaging. Learning is augmented with visits, visitors and artefacts. Care is taken to ensure the expectations of the Church of England for RE are met. This includes teaching a range of worldviews and faiths, in addition to Christianity. The RE leader is committed to keeping their practice current and is beginning to explore diversity within faith traditions. This enables pupils to understand their own worldviews and those of others more clearly, creating an inclusive and vibrant community.

Information

Address	10 Upton Rd, Callow End, Worcester WR2 4TA		
Date	20 November 2024	URN	147498
Type of school	Academy (inspected as Voluntary Controlled)	No. of pupils	88
Diocese	Worcester		
MAT/Federation	DOWMAT (Diocese of Worcester Multi Academy Trust)		
Headteacher	Sarah Wilkinson		
Chair of Governors	Peter Grieve		
Inspector	Deborah Helme		