

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Bartholomew's Church of England Academy

Vision

'Believe. Belong. Become.'

To fully flourish: We believe in our unique selves and our community. By believing, we belong together, find joy and comfort in connection, and sustain one another including in difficult times. By belonging, we become the best version of ourselves, treasuring uniqueness, diversity, and difference.

'For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others.'

Romans 12:4-5

St Bartholomew's Church of England Academy 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

- The Christian vision is deeply rooted in the needs of this community and permeates through every aspect of school life. It is clearly lived out through the unique values that belong to St. Bartholomew's. As a result, pupils and adults thrive.
- Collective worship is at the heart of this school. It is inspirational and transformational for pupils and adults. The school's inclusive culture enables those of different faiths or none to flourish spiritually.
- Loving Christian leadership, underpinned by the school's vision and values, enables staff, pupils and families to build strong relationships. A sense of belonging and wellbeing is tangible as a result.
- Strong partnerships are well established between the school, the Diocese of Coventry Multi-Academy Trust (MAT), the church and the diocese. These work together to support the school to 'believe, belong and become the best version' of an effective Church school.
- Religious education (RE) provides a challenging, relevant and engaging curriculum. This has enabled pupils to be deeply reflective about a range of religions and the worldviews of others.

Development Points

- Embed assessment systems in RE. This is so leaders, staff and the pupils themselves know how well pupils are progressing.
- Expand planned learning experiences for pupils' spiritual development. This is so there are more opportunities for spiritual growth to take place across the curriculum.
- Deepen pupils' understanding of justice beyond the local environment. This is to enable them to confidently speak about how they can help to bring about positive change.



Inspection Findings

St. Bartholomew's is a friendly and welcoming school. New leadership recognised the need to develop a Christian vision that represents the community it serves. 'Believe, Belong, Become' is the outcome of careful discussion involving the whole community and the diocese. Leaders' dedication to love, care and support pupils and their families is evident. The MAT supports the school's vision through leadership recruitment, staff development and school improvement. This has led to pupils and staff flourishing together through the wider organisation. The closely aligned visions of the school and the MAT deepen a sense of belonging to both. The school's vision drives leaders' actions and steers decision making. Pupils and adults confidently speak about the positive impact the associated values, known as cultures, have on their daily lives. They are Christian values that are uniquely worded to be meaningful to pupils. The explanation that goes with each value is the result of shared discussion between adults and pupils. 'Resilience', for example says, 'fall down 7 times, stand up 8'. They create a natural language that guides individuals' actions and supports the community to keep going when they encounter difficulties. Consequently, pupils and adults have the tools to live out the Christian vision and are flourishing as a result.

'To become the best version of ourselves' is the lens through which the curriculum has been designed. Leaders ensure pupils who are vulnerable and those who have special educational needs and/or disabilities (SEND) receive quality provision. Bold financial decisions are made, supported by governors, to ensure staff have a high level of expertise. As such, the SEND coordinator role has been expanded, and staff training is a priority. This has led to effective pastoral and learning support for pupils and their families. Pupil attendance levels have increased, which has positively impacted on pupils' learning outcomes. The curriculum is enhanced through outdoor learning and enrichment visits that offer opportunities for pupils to make spiritual connections. However, learning experiences that develop spirituality are not explicitly planned for across the curriculum. This limits opportunities for pupils' spiritual growth. A range of extra-curricular clubs enriches the provision. This gives pupils the chance to widen their interests. Leaders ensure adaptations are made so that all pupils can access these enrichment activities. This has led to an inclusive broad curriculum that enables pupils to do their best and thrive in their learning.

Collective worship is a central part of school life. The well-planned worship themes express the vision and values whilst also being linked to Bible stories and Christian teachings. Pupils and adults find the daily act of worship inspiring. Staff express how attending worship is transformational because it helps them understand what it is to belong and believe. Some pupils say worship inspires them to lean on God when things in life are hard. Pupils engage thoughtfully throughout worship and staff sensitively support pupils who have SEND to also contribute. The school's shared understanding that 'diversity is the one thing we ALL have in common' makes St. Bartholomew's a special place. This has led to individuals of different faiths or none embracing opportunities to reflect on lessons learnt in worship. They speak of the way Christian worship connects to their own beliefs, thus, demonstrating its impact on adults and pupils. The school's language of 'ow' 'now' and 'wow' moments is deeply embedded. It supports pupils to express their feelings, whether sad, difficult or happy. This language contributes to individuals making connections with themselves, with others or with God, enhancing their spiritual development. Adults speak of how worship has helped them to cope in difficult times. There is a strong partnership with the local vicar who regularly leads worship in school and at the church. This greatly enhances the worship life of the school. As a result, worship is a tangible spiritual experience for this school community.

The school has been through a turbulent time which has impacted on adults' and pupils' sense of wellbeing. However, inspired by the Christian vision, leaders have created a culture that lovingly supports people to flourish.



Leaders encourage staff to pursue their interests and guide them to develop professionally too. There is a powerful unity amongst the staff team that enhances their wellbeing. Pupils know that they are safe and loved. The school's policy for positive behaviour helps pupils to live out Christian friendship and forgiveness. They understand 'fall outs' sometimes happen but also know how to come back together as friends. Staff are trained to help pupils understand and work through their difficult feelings. As a result, staff, pupils and their families believe in one another, creating a loving and harmonious environment. There are strong partnerships between the school, the MAT, the church and the diocese. These underpin a mutually beneficial relationship that strengthens the work of this Church school. Consequently, these effective relationships within the school and beyond have led to a renewed sense of wellbeing for this community.

Motivated by the vision, pupils' views are key to ensuring they feel they 'belong' at the school. Through this sense of belonging pupils are encouraged to be the best version of themselves. This has led to a shared sense of responsibility towards one another and towards those who are treated unfairly. Pupils relish the opportunity to take responsibility in leadership roles. Through curriculum activities, such as 'global citizenship,' pupils learn skills that enable them to go out and help others. Their fundraising supports a local food bank and a local book charity. Pupils confidently speak about the difference their actions make. However, they are unsure about the wider issues of justice. Therefore, they do not have the skills to be agents for change beyond their local environment.

The new local RE syllabus has recently been implemented at St. Bartholomew's. It underpins the school's carefully planned RE curriculum. It builds on pupils' prior learning of a range of religions and worldviews. They understand the value of this knowledge to them in their daily lives. Pupils speak about the importance of learning about different religions and how it helps them understand the views of others. Staff attend trust, diocesan and other relevant training which leaders have rightly identified as a priority. This has led to improved staff expertise and knowledge.

Big questions that explore the curriculum's key concepts stimulate pupils' thinking. RE is taught by class teachers which provides opportunities for pupils to continue to reflect outside of their lessons. Pupils who have SEND are well supported to demonstrate their learning too. As a result, their thoughts and reflections are quite profound. As one pupil put it, 'Learning in RE builds us up spiritually and improves the way we think'. Pupils' books show the breadth of learning experiences, enabling them to explore and recall their learning. They are confident when discussing what they have learnt. The books and pupils' knowledge show they are making progress. However, newly appointed RE leaders have not had sufficient time to embed effective assessment systems. As a result, staff and pupils are unclear how well pupils are progressing in RE.

Information

Address	Bredon Avenue, Binley, Coventry CV3 2LP		
Date	11 February 2025	URN	139680
Type of school	Academy	No. of pupils	206
Diocese	Coventry		
MAT	The Diocese of Coventry Multi-Academy Trust		
Executive Headteacher	Hannah Carvell		
Chair of Governors	Lindsay Nash		
Chair of Trust	Barry Cockcroft		
Inspector	Beverley Roberts		