

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

### Berkswell Church of England Primary School

#### Vision

Love is at the heart of our school. Rooted in God's love, it shapes our relationships and inspires children to act with compassion, challenge injustice and become courageous advocates for change.

Togetherness reflects God's community of love; we celebrate individuality, embrace diversity and nurture belonging. Even in disagreement, we encourage forgiveness and restored relationships.

Aspiration recognises that each person is uniquely precious and called to flourish. We nurture talents, resilience, and self-belief so children can become who God created them to be, contributing positively to our school, community, and world.

Inspiring all to shine.

Matthew 5:16 'Let your light shine.'

Berkswell Church of England 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.

#### Notable Strengths

- Leaders are highly effective in establishing and sustaining a compelling Christian vision that is deeply embedded across the life of the school. This vision provides a strong and coherent foundation for school improvement, ensuring that strategic decisions and actions are consistently shaped by the school's Christian values.
- In line with the Christian vision, strong partnerships exist between leaders, staff, governors and the church. These partnerships ensure that appropriate support is in place to enable the school community to flourish.
- This is a nurturing community built on love and togetherness. Embedded values, rooted in the Christian vision, enable the school to create a deeply caring culture. This enables the Berkswell community to thrive.
- Collective Worship is an important and intrinsic part of school life. It provides a rich source of opportunities for individuals to be still, reflect on and develop their personal spirituality.
- Religious Education (RE) is well led and is taught in a creative way. Pupils speak confidently about a range of world religions, demonstrating high levels of respect for difference.

#### Development Points

- Develop pupils' understanding of Christianity as a global and diverse faith. This will enable them to recognise how Christian belief, practice and worship are expressed in different cultures and traditions worldwide.



## Inspection Findings

### Vision and Leadership

The Christian vision 'Inspiring All to Shine through love, togetherness and aspiration' provides clear direction for school life at Berkswell. Leaders articulate with conviction, that the vision is part of everything they do. Following extensive consultation with stakeholders, the vision is clearly rooted in Christian belief whilst remaining accessible to the whole school community. Strategic decision-making consistently reflects the vision's values, from admission criteria to daily interactions with pupils. Governors play an active role in ensuring the vision permeates policy development, demonstrating that being a Church school remains central to discussions. The school's vision brings together the school, church and governors in strong, purposeful partnership. They are described by stakeholders as 'a natural link' which reflects sustained investment in positive relationships. From their first days in school, pupils experience a culture where kindness is modelled and reinforced through consistent language and practice. This helps pupils feel safe, valued and secure, enabling them to form positive relationships and settle quickly into school life. Leaders demonstrate a strong commitment to nurturing members of the school community through highly effective and meaningful relationships with pupils. Parents consistently identify these relationships as a clear expression of the school's Christian vision, particularly its emphasis on valuing individuals.

### Vision and Curriculum

The vision shapes curriculum planning to ensure pupils, including those who are considered vulnerable or have special educational needs and/or disabilities (SEND), can flourish. A carefully chosen spiritual development model is embedded throughout the curriculum. 'Pause for thought' stickers are used within subject areas to create intentional moments for spiritual reflection. For pupils with SEND, careful adaptations ensure barriers to learning are removed. Staff know pupils very well. They enable personalised support including pre-teaching for complex concepts, use of scribes for those who find writing challenging and assistive technology. Small-step tracking celebrates achievements and ensures pupils have strong foundational knowledge. The approach to spiritual development is appropriate for pupils. The simple model, deliberately chosen to allow universal engagement, connects to whole-school approaches which supports pupil wellbeing. Pupils can articulate how this spirituality framework links to understanding themselves and others, leading to improved behaviour through enhanced self-awareness. Staff receive strong support from subject leaders, with team teaching used to ensure rich language and effective lesson delivery.

### Worship and Spirituality

Spiritual development is thoughtfully nurtured throughout the school, with the vision supporting abundant opportunities for reflection, prayer and spiritual growth. Worship areas are regularly used in all classrooms, including Early Years where pupils access them independently and understand their purpose. The Peace Garden provides a dedicated space for quiet reflection and is accessible to pupils and families. During collective worship, pupils are fully engaged, demonstrating the inclusive and inviting nature of these gatherings. Planned opportunities for prayer and reflection are mapped across the church calendar. Older pupils lead and organise purposeful events for younger pupils. Meaningful shared spiritual experiences are nurtured. This strengthens leadership skills in older pupils and supports the spiritual growth of younger pupils through peer-led worship. Staff consistently model the school values, using language that explicitly connects pupil's actions to the school's principles of love and togetherness. Spiritual development is consistently referenced in collective worship and followed up in classrooms. Parents particularly value how the school helps pupils understand their feelings and thoughts through these spiritual practices.

### Vision and School Culture

The school's commitment to living its vision has fostered a nurturing culture built on love and togetherness. This culture of deliberate care, described as 'deliberate botherdness,' ensures recognition that everyone is part of the



Berkswell community. The school provides timely and effective support, including regular emotional wellbeing check-ins, particularly at times of increased need. The impact of the vision on pupils is evident in the consistent language of kindness embedded from early years. Pupils demonstrate the vision through exceptional behaviour both in classrooms and on the playground. Interactions demonstrate care and love throughout the school day. The relationship between church and school significantly enhances this culture, building connections and helping engage younger people in church life. School-led coffee mornings, supported by the church, create a welcoming space for parents to connect and support one another. Governor engagement is particularly effective, as governors are visibly involved in the school's life. They play an active role in fostering a strong sense of community and collective responsibility. Pupils consistently speak of school values and their impact, with the concept of the 'Berkswell Backpack' suggesting values remain with pupils even after they leave.

#### Vision, Justice and Responsibility

Rooted in the school's Christian vision, there is a strong commitment to developing pupils' understanding of justice and responsibility. The school provides meaningful opportunities for pupils to engage in practical projects, such as protecting God's world. Learning is strengthened through clear links to the curriculum, with staff skilfully connecting these initiatives to learning. For example, when studying oceans and the planet, pupils explore plastic waste impact and consider practical ways to make a difference. Pupils play an active role in choosing projects linked to their topics, enabling them to engage with issues of injustice. The school initiative of 'Light Bearers' supports pupils who might be left out, ensuring everyone experiences the togetherness articulated in the vision. Pupils speak articulately about how they take action to help others, including sponsoring a child in Africa. This demonstrates understanding that love and responsibility extend beyond their immediate community. Pupils initiate and lead projects such as foodbank contributions and community lunches, providing regular opportunities to serve others. Environmental initiatives, including planting seeds and improving habitats affected by HS2 construction, enable pupils to connect learning with meaningful local action. This fosters a sense of responsibility and care for their community.

#### Religious Education

RE is well-led and taught creatively throughout the school. The recently reviewed curriculum ensures relevance and progression appropriate to pupils' context, enabling them to develop strong subject knowledge. Assessment is robust, combining continuous assessment through 'pause for thoughts' with written assessments at the end of units. Teachers use this data purposefully to plan future learning and revisit key objectives where needed. Inclusivity in RE teaching is a particular strength, with scribes, assistive technology and strategic pre-teaching supporting pupils facing challenges. Pupils speak confidently about world religions and demonstrate high levels of respect for difference. However, opportunities to explore how Christian belief and worship are expressed in other cultures are not in place. Further development of this aspect of the curriculum has the potential to broaden pupils' spiritual understanding and deepen their appreciation of Christianity's global diversity. This could support pupils in making stronger connections between their learning and the wider world, strengthening their sense of responsibility.

The RE leader provides valued support to colleagues. Staff benefit from team teaching opportunities which model rich language and promote confident lesson delivery. Teachers collaborate with support staff to ensure effective adult support across lessons. Targeted continuing professional development, including whole-school INSET days dedicated to RE and collective worship, enhances teaching quality and deepens subject knowledge. Staff new to Church schools particularly value this comprehensive induction. External speakers from different faiths visit regularly, enriching learning for both pupils and staff. This demonstrates leader's commitment to an engaging provision that supports meaningful learning. Governance is strong, with governors actively monitoring RE through learning walks and strategic discussions, ensuring the subject maintains high priority.

## Information

Address	Church Lane, Berkswell, Coventry, CV7 7BJ		
Date	13 January 2026	URN	104093
Type of school	Voluntary Aided	No. of pupils	230
Diocese	Coventry		
Headteacher	Tracy Drew		
Chair of Governors	Kevin Millward		
Inspector	Frazer Smith		

