

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| The Nethersole Church of England Academy | |
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| Address | High Street, Polesworth, B78 1DZ |
| School vision | |
| <p>The Christian foundation and vision of our school inspires its life and work. We accept Jesus' challenge:</p> <p>'To be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.' Matthew 5:16</p> <p>Everyone is fearfully and wonderfully made in God's image. We lovingly nurture everyone to find and develop their gifts; overcoming barriers and growing confidence to let their light shine as the best God version of themselves. Jesus, who loves and forgives us, reminds us that we each have something special to do to bring out the God-colours of the world.</p> | |
| School strengths | |
| <ul style="list-style-type: none"> • The Christian vision is clearly articulated and central to driving the actions of school life forward. Leaders are determined in their purpose to enable the school community to thrive and flourish. • The school's distinctive Christian vision and shared values are embedded in collective worship that is inclusive and engaging. It provides calm and reflective opportunities to enhance the flourishing of the emotional and spiritual life of pupils and adults. • There are strong links between the diocese, church and school. Partnerships within the school community provide opportunities for pupils and adults to reach their potential. • A well-known set of values rooted in the vision ensure adults and pupils overcome personal challenges. Leaders ensure the curriculum has the school's context at its heart so that pupils, including those with special educational needs or disabilities (SEND), flourish and grow confidence. • Leadership in religious education (RE) ensures the subject has a high profile. The vision has shaped actions to develop the RE curriculum, ensuring that it is tailored to the needs of pupils. | |
| Areas for development | |
| <ul style="list-style-type: none"> • Strengthen provision for pupils to experience aspects of world religions and cultures. This is to develop a wider appreciation of life beyond their locality and a greater understanding of diverse communities. • Embed a shared language and understanding of spirituality throughout the school. This is to deepen spiritual development in collective worship and across the wider curriculum. • Enhance opportunities for pupils to actively support the needs of others in the local and global community. This is to enable them to understand how to promote ethical choices and influence positive change. | |
| Inspection findings | |
| <p>'To be a light bringing out God's colours' underpins the leaders' actions and strategic planning. The</p> | |

vision develops confidence across the school community to overcome emotional barriers and inspires staff to seek the best for everyone. It is the constant that has supported the school in difficult times. Inspired by the Christian vision, deeply committed leaders act with compassion and ambition for the good of the school community. A strong commitment to bringing out the God colours strengthens leaders when courageous choices have to be made. Partnerships with the Diocese and Birmingham Diocese Multi Academy Trust (BDMAT) supports their journey in upholding the school's Christian character. It has assisted changes to curriculum design and inspires a selection of professional developmental opportunities.

The leadership have brought new purpose to developing a curriculum that has the community at its core. Christian values weave throughout and equip pupils with the skills to overcome challenges and believe anything is possible. A focus on letting the inner light shine provides spiritual opportunities across the school and curriculum. For example, pupils creating a dance for a competition taking the vision as the focus. The curriculum offers enrichment opportunities such as outdoor learning, sports, art projects, dance performances and visits. These support the development of spiritual character and enable pupils to flourish creatively. They also give an insight into opportunities beyond the immediate location, generating confidence to take on challenges. However, there is the lack of an agreed shared language of spirituality. This is restricting how the community communicates their spiritual experiences in the wider curriculum.

Collective worship is a valued part of the school day. Its inclusive inspirational approach provides daily opportunities where the school comes together to pause, question, and reflect. Values are explored and reinforced, each being an area of focus per term. The interactive approach enables pupils to express their views and consider how themes are personally meaningful. Pupils and adults participate enthusiastically within a welcoming atmosphere. They value the time to reflect on Bible passages. Pupils and staff enjoy the opportunity to sing and share in the music. All recognise it as a time to reflect, question and to learn about themselves, others, and the world around them. Pupils' enthusiasm of worship is shared at home with the school prayer being taught to family members. Involvement from the local church is greatly valued by the school community. A strong relationship between the school and Polesworth Abbey is underpinned by the enthusiasm and commitment of the clergy. Worship council talk of his inspirational collective worship and informative visits to the school. Clergy actively support leaders and the worship council in planning a range of worship opportunities. Harvest, Christmas and other key Christian festivals are explored in Polesworth Abbey. Opportunities for prayer are available throughout the school day and enhance spirituality. Pupils use the reflection garden and prayer tree as a place to pray and reflect on God colours. Pupils see this as a time to reflect on how they live out the values. They understand that it is a choice to pray, but everyone must be respectful of personal choice.

Relationships and partnerships are strong. Leadership has built strong links with the community, the Diocese, the Trust and other agencies. This enables the school to live out its vision and shape school policy. Initiatives such as parent cafes and visiting the local care home engage pupils and parents in developing positive change within the community. Leaders understand the context of their school and strive to provide opportunities to challenge for positive change. Pupils are supportive, encouraging, kind and caring towards others. They are proud of how they make concessions and support one another in difficult circumstances. There is pride in a pupil's journey, whether it is a pupil walking independently or appearing on the wall of fame. Embedded values are evident in the respect pupils show one another celebrating each other's achievements. Staff value leader's drive of the school's vision and the impact that it has made after a period of change. They appreciate how their contributions are listened to and supported. Parents identify how community involvement and communication has increased. They talk of the inclusive and supportive vision of the school where pupils are treated as individuals. A belief in everyone, including those with SEND, enable pupils to flourish emotionally as individuals.

Leaders provide creative opportunities that encourage the pupils to explore issues of injustice. Initiatives such as 'No Place Like Home' result in pupils questioning the world and their place within it. Pupils have created art to represent their reflections, offering inspiration to all to make a difference. Leaders understand the context of their school and strive to provide circumstances for pupils to challenge for change in their community. Examples are charity work, mini marathons and visiting a local care home. These opportunities inspire pupils to reflect on their responsibility to others. However, pupils have not fully developed their understanding on the depth of injustice which exists in the world. As a result, they have yet to understand how to promote ethical choices and influence positive change.

The RE curriculum is well-balanced between the study of Christianity and other religions. Pupils can articulate key beliefs and practices across the religions studied. Pupils enjoy RE seeing it as important to learn about different religions. They identify its relevance to their lives and can articulate key beliefs and practices across the religions studied. As a result, they develop an understanding and respect for people from a range of faiths. Subject leadership is effective, with a clear focus on curriculum development. Leaders are committed to providing pupils with a challenging and exciting RE curriculum. As a result, RE is currently being reviewed to ensure the curriculum has a greater world view approach. There is clear RE support from the Trust and the Diocese who offer moderation, training and advice. Leaders recognise the need to strengthen provision for pupils to experience real life and practical experiences of world religions and cultures. However, opportunities to gain a wider and greater understanding of diverse communities beyond the locality, have not been fully implemented.

The inspection findings indicate that The Nethersole Church of England Academy is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 18 June 2024 | URN | 139127 |
| VC/VA/Academy | Academy | Pupils on roll | 242 |
| Diocese | Birmingham | | |
| MAT/Federation | Birmingham Diocesan MAT | | |
| Headteacher | Samantha Goode | | |
| Chair | Sarah Smith | | |
| Inspector | Rhian Cockwell | No. | 2219 |