

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

### Christ Church Church of England Infant School and Nursery

#### Vision

‘Grow and learn together in the presence of God.’

Christ Church Church of England Infant School and Nursery 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 school’s Christian vision is deeply embedded and is seamlessly woven throughout its life. The vision is expressed through the school’s six core values, which are underpinned by biblical understanding. As a result of the living out of this vision, adults and pupils flourish.
- Highly effective partnership working is at the heart of the school’s success. The most important of these partnerships being the federation with Christ Church Junior School.
- Leaders and staff work tirelessly to ensure that pupils are supported in ‘growing and learning’ regardless of additional needs or vulnerabilities. Their work and the impact they have in supporting pupils and their families is exemplary.
- Religious education (RE) is well led. The curriculum is carefully planned to ensure a balance between creativity and challenge. Pupils are rightly proud of the work they complete in RE and make direct links between their learning and the school’s core values.
- Opportunities to learn about and from inspirational role models are skilfully woven into the wider curriculum. As a result, pupils are inspired to make their own ethical choices about causes such as caring for the environment.

#### Development Points

- Extend the use of the school’s shared language for spiritual development into the wider curriculum. This will allow pupils to explain more clearly how they consider they are flourishing spiritually.
- Ensure that monitoring of RE includes contributions from pupils themselves. This will enable leaders to fine tune their monitoring, so that they can support the RE leader in developing further the strong curriculum offer.



## Inspection Findings

The Christian vision, 'Grow and learn together in the presence of God', shapes the culture and daily life of the school. Formed and refined through collaboration with families, staff, and governors, the vision is inclusive and rooted in biblical teaching. It is supported by six core values, which are lived out by the whole community. The vision informs decision-making, behaviour, and curriculum design. Leaders clearly articulate the impact of the vision and values on their work. The vision is visible in the language, relationships, and inclusive practices of the school.

A key partnership for the school is its highly successful federation with Christ Church Junior School. Their shared Christian vision and values ensure a common purpose and ambition for all to flourish. Staff and pupils benefit enormously from shared policies, staff, training opportunities, and aspects of curriculum planning. These enable a seamless transition between key stages. Leaders from both schools work closely together, modelling the vision in their interactions. This collaborative approach provides Christ Church Infant and Nursery staff and pupils with a strong sense of belonging.

The curriculum is broad, ambitious, and inclusive, reflecting the school's vision to support pupils to grow and learn together. Curriculum guidance documents identify the opportunities provided specifically for pupils' spiritual development. Staff share key examples of how pupils' spiritual development has been fostered through a particular idea or concept. A key example is Year 1 pupils' responses to a recent curriculum focus on the environment. However, although the use of a shared language is increasingly evident, particularly in collective worship, it is not fully embedded across the wider curriculum.

Leaders and staff are skilled in providing adaptations for vulnerable pupils and those with special educational needs and disabilities (SEND). They remove barriers without limiting challenge. This inclusive approach is underpinned by comprehensive training and support for staff. This training equips them with the knowledge and skills to meet the diverse needs of pupils with SEND. Staff are encouraged to and create environments that nurture both academic and spiritual growth, ensuring pupils feel understood, valued, and supported. The school provides flexible support to parents and carers, offering guidance and strategies to assist them in supporting their child's learning and well-being at home. Through these efforts, the school ensures that pupils with SEND grow and learn fully with the support they need to flourish.

Worship is a valued and central part of school life, bringing the school community together in reflection, prayer and spiritual fulfilment. Pupils enjoy worship and engage fully, with even the youngest of pupils showing a deep understanding of the school's vision and values within the context of worship. Regular contributions from the local church enrich pupils' experience of worship. Their use of drama and props in 'Open the Book' worship enables pupils to successfully engage with complex biblical themes. Worship supports pupils' spiritual development through the inclusion of stillness, prayer, storytelling, and space to reflect. Pupils' spirituality is supported through their active roles in worship, growing in confidence and ownership as they move through the school. Adults value worship as a time for their own spiritual nourishment as they have the time to reflect and connect at the end of a busy day. Prayer is central to



pupils' spiritual flourishing. Leaders are proactive in creating opportunities for personal and shared prayer both in worship and throughout the school day.

The school's Christian vision promotes dignity, respect, and inclusion. Although disagreements are rare, when they do occur, pupils are supported in growing and learning together through a restorative approach to reconciliation and forgiveness. Deeply aligned with the school's vision, this approach helps pupils to understand their impact on others and to take responsibility for their actions. Pastoral care is strong as leaders rightly prioritise pupils' wellbeing. They invest a great deal in strategies to support pupils' emotional wellbeing. This approach is well supported through strategies such as wellbeing check-ins. Staff and pupils have also learnt together about the 'five ways to wellbeing'. As a result, pupils can share strategies they use in order to independently support their own mental health. Leaders foster a strong sense of mutual care amongst the wider staff team. Staff receive dedicated wellbeing support, including training, reflection time, and access to an employee assistance scheme.

Through the living out of their vision and values, the school actively promotes a culture of justice and responsibility. Pupils learn about the work of inspirational people and reflect on how they too can make a difference. These learning opportunities are skilfully and meaningfully woven throughout the curriculum. As a result, pupils show genuine care for others and the world around them, taking action both within and beyond school. Environmental projects and charity appeals led by the pupils themselves reflect this. In Early Years Foundation Stage (EYFS), children learn about King Charles III and his environmental work. This example helps them explore personal responsibility in caring for the world. The long-standing link with a school in Kenya fosters awareness of global justice. Leaders are working to review and strengthen this link, so pupils better understand and engage with it.

RE is well led and given high priority. The curriculum is carefully sequenced and explores Christian belief alongside other world faiths and worldviews, including Islam and Sikhism. The choice of units suitably reflects the school's context. RE teaching includes theology, philosophy, and lived experiences. Pupils explore big questions and respond well through drama, discussion, artwork and writing. A specialist teacher skilfully leads RE across the federation. RE is inclusive and adapted for children with SEND as a result of effective professional development. Pupils are justly proud of their work in RE and can independently identify links between their learning and the school's values. Monitoring is robust and includes book looks, observations, and planning scrutiny. However, leaders recognise the need to include contributions from pupils themselves as part of RE monitoring to further develop the strong curriculum offer. The RE curriculum is highly effective and pupils flourish as a result of the strong provision in place.

## Information

Address	Shaw Lane, Tettenhall Wood, Wolverhampton, West Midlands, WV6 8EL		
Date	07 May 2025	URN	104362
Type of school	Voluntary Controlled	No. of pupils	173
Diocese	Diocese of Lichfield		
Federation	Christ Church Federation		
Headteacher	Executive Headteacher: Sarah Blower Head of School: Rachael Lunn		
Chair of Governors	Clive Vickers		
Inspector	Kathryn Savage		