



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Woodseaves Church of England Academy	
Address	Dicky's Lane, Woodseaves, Stafford, ST20 0LB
School vision	
<p>Here at Woodseaves we are educating the children for wisdom and knowledge to ensure that we equip all of our adults and children with how to live well in God's world with the promise of Jesus to live life in all its fullness. We pray for our children from their first day until their last that they are able to live out God's wisdom in everyday practical life so that they will do good to all those who need it and embrace diversity in order to become resilient global citizens.</p> <p>'Start children on the way they should go, and even when they are old, they will not turn from it.' (Proverbs 22: 6)</p>	
School strengths	
<ul style="list-style-type: none"> • The distinctive Christian vision is the driving force of Woodseaves Church of England Academy. It is understood by the school community and inspires all decisions, policies and procedures. • The strong partnerships with St Bartholomew's Church of England Multi-Academy Trust, and the Lichfield Diocese enrich the life of the school. Consequently, bespoke learning opportunities are created and the spiritual life of the school community is enhanced. • Christian love is present in every aspect of school life. Because of the strong emphasis on wellbeing, pupils understand how their emotions work and how to build healthy relationships. • Collective worship embeds a deep knowledge of Christian worship and of the school's Christian values. The shared use of vocabulary is helping everyone to develop spiritually. • The religious education (RE) curriculum is well researched and crafted to fit the needs of the school. It challenges pupils to consider big questions about life and to make connections in their learning about faith. 	
Areas for development	
<ul style="list-style-type: none"> • Increase opportunities for pupils to explore life beyond their locality. This is to broaden their knowledge of the wider world and inspire them to make a difference. • Create places and times for reflection and stillness and explore different ways of worship. This will enable everyone to improve understanding of their own spirituality. • Develop pupils' knowledge of Christianity on the global stage. This will create a greater understanding of the many ways in which faith can be lived. 	
Inspection findings	
<p>The school's biblically inspired Christian vision is deeply embedded, woven into every aspect of</p>	



school life. Leaders and governors ensure that the message from Proverbs is at the heart of all they do. They regularly revisit it, ensuring that it remains relevant as times change. Everyone in the school community understands the vision is the key to the school's identity. School staff refer to it when crafting their curriculum, ensuring that it is reflected across all aspects of learning. Pupils understand its biblical context and can explain how it impacts their lives. Therefore, there is a shared sense of purpose that drives the school forward.

Leaders and governors seek out partnerships which greatly enhance the life of the school. The school is part of St Bartholomew's Church of England Multi-Academy Trust. The trust and school share a common vision and goals which lead to a fruitful partnership. Trustees and trust leaders regularly visit the school and know it well. Therefore, support is well targeted. As a result, the school goes from strength to strength. The partnership with the local church further embeds the school's Christian vision. Church services for pupils begin with the welcome for Reception and are completed with the leavers' service for Year 6. The church also hosts festivals such as Christmas and Harvest. Clergy also lead worship in school as well as workshops for the community. This further strengthens the bond between school and church.

Leaders of the trust and school have wellbeing at the forefront of their decision making. They have a deep understanding that people need to be healthy in body, mind and spirit to be able to flourish. Therefore there are many initiatives to ensure the wellbeing of all. Work-life balance is promoted and counselling is offered for those in need. Consequently, staff feel valued and their needs understood. Training in the promotion of good mental health has led to it becoming an important focus of the curriculum. Pupils understand why their emotions work and are learning strategies to help control them. The behaviour policy ensures that everyone is clear about expectations and as a result, pupils' behaviour is exemplary. Pupils are given many opportunities for taking on responsibilities. These include belonging to the faith team, eco team or school council. They are proud of these roles and of the decisions they make in helping the school improve. Consequently, there is a calm, purposeful atmosphere where everyone lives well together.

Leaders are aware of the limitations pupils have in encountering cultures and lifestyles that differ from their own. The school is in a very rural area, with limited funds. Therefore, leaders are innovative in ensuring pupils are exposed to a variety of cultures. Although this is in its early stages of development, positive steps are being made to achieve this. Texts and library books are rich in diversity. Books are chosen with inspirational characters from a variety of life-styles, races, religions and cultures. As a result, pupils are gaining an appreciation of lives different to their own. Leaders carefully plan trips to differing locations. Pupils visit cities and differing places of worship such as a mosque and a Sikh gurdwara. This is beginning to open up their world. and leading to a deeper understanding of life outside their locality. They are also learning about world-wide issues through class worship, such as poverty, the environment and conflict. Therefore, they are becoming more aware of situations facing people across the globe. Pupils are involved in charity events which support a number of causes, such as the House of Bread, the local foodbank and Ukraine. These are initiated by adults, with pupils responding rather than being instrumental in leading. This means that they do not have full confidence in themselves as agents of change in the wider world.

Collective worship is valued by staff and pupils who articulate a feeling of joy when everyone comes together. All feel welcomed and encouraged to take part. It is well planned and is steeped in Christian teachings. There is a shared vision of worship between the school and the trust. Trust wide training has given staff confidence to lead. The daily rituals and formal prayers offer a pathway to spiritual awareness. Pupils are aware that God can be represented in different ways and say that this helps them to know what God is like. They understand the importance of prayer and that you can pray for many different reasons. Worship is often based around the school's Christian values, with stories and songs used to help reinforce the message. Pupils have a deep understanding of the

values they have learned about. They are able to explain how following these values has a positive impact on their lives. Worship is very structured, therefore the richness of spiritual experiences gained from different ways of worship is limited. There are spaces both in and out of school for quiet reflection. Some are used more than others. Pupils contribute to the prayer table in the entrance hall and use their classroom reflection areas. However, the outside reflection area is not always used for this purpose and so has lost its impact. This means that some opportunities for pupils to spontaneously explore their spirituality are missed.

The teaching of RE has a high priority at Woodseaves. Staff receive regular training, both from the trust and diocese as well as at focussed staff meetings. This means that they feel increasingly confident in teaching the subject. Leaders regularly evaluate the effectiveness and relevance of the RE curriculum. As a result, it is undergoing a period of change following research conducted by leaders. This includes widening the study of world religions and worldviews. Pupils are able to make links between differing faiths and understand that there are commonalities as well as differences. They have a sound knowledge of Bible stories and understand their relevance today. However, they have not studied the practice of Christianity across the world. This means they are not aware of how Christianity impacts the lives of people across the globe. Pupils are able to discuss complex issues and use their knowledge to understand both sides of an argument. They also link what they have learned in other subjects into their thinking. When discussing beliefs, they remain respectful and considerate of the values of others. As a result, they are developing a good understanding of what it means to live with and without a faith.

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

Information			
Inspection date	7 February 2024	URN	141856
VC/VA/Academy	Academy	Pupils on roll	79
Diocese	Lichfield		
MAT/Federation	St Bartholomew's CE Multi Academy Trust		
Headteacher	Michelle Easthope		
Chair	Richard Pithers		
Inspector	Lesley Montgomery	No.	2243