

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

### Bournebrook Church of England Primary School

#### Vision

“Let all that you do be done in love.” (1 Corinthians 16:14)

At Bournebrook, we nurture a love of learning, self and community. Rooted in Christian values and working closely with St Mary and All Saints Church, we celebrate every child as a unique gift. Our warm and caring school family champions kindness, perseverance and compassion, underpinned by high aspirations and strong relationships. We inspire children to grow in confidence, curiosity and responsibility, to work collaboratively and to use their gifts wisely. Our ambition is for every child to leave us hopeful, resilient and ready to shape the world with courage, faith and purpose.

Bournebrook 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

- The vision, rooted in the Bible passage “Let all that you do be done in love” (1 Corinthians 16:14), is clearly articulated, well understood and lived out in daily practice. It strongly shapes relationships, decision-making and culture, resulting in a caring, inclusive school community where pupils and adults flourish.
- The bespoke curriculum is thoughtfully designed by Christian principles of love, dignity and care, providing a strong foundation for pupils’ development.
- Collective worship is carefully planned, well sequenced and aligned to the school’s vision. It provides a shared space for reflection on the school’s Christian values.
- Pupils are encouraged and enabled to take responsibility both within and outside of school. They value the leadership opportunities they are given and take pride in showing care and compassion through these roles.

#### Development Points

- Embed a clear understanding of the language the school has developed for spirituality across a wider range of school activities. This is to enable pupils and adults to express their journey of spiritual growth more deeply.
- Further develop the sequencing within the Religious Education (RE) curriculum to identify where prior learning needs to be revisited and understanding can be deepened.



## Inspection Findings

### Vision and Leadership

The school's Christian vision drives a deeply inclusive and nurturing culture where pupils and adults feel valued and enabled to flourish. It is expressed clearly through 'The Bournebrook Way' and rooted in the value of love, shapes daily practice and decision making. This shared framework defines what positive behaviour, relationships and responsibility look like for the school community. It includes a recognition system, where pupils are acknowledged for demonstrating key values. This helps pupils understand and take responsibility for their actions. Leaders ensure the vision is lived out through practical, well-established actions that remove barriers to learning and wellbeing. For example, one-page profiles and adapted routines enable pupils with special educational needs and/or disabilities (SEND) to engage confidently in learning. As a result, pupils develop emotional security, confidence and a strong sense of belonging. This Christian ethos is evident in the strength of relationships across the community. Staff know pupils and families well and respond promptly and compassionately to emerging needs. Bournebrook is a school community built on trust, where concerns are addressed with clarity and care. Consequently, pupils regularly arrive at school happy, settled and ready to learn. Leaders ensure that the vision supports staff wellbeing and professional fulfilment effectively. Staff describe a calm and caring environment where leaders attend carefully to mental wellbeing and professional development. For example, whole-school training and bespoke induction for staff new to Church schools strengthens practice without creating unnecessary burden.

### Vision and Curriculum

The curriculum is shaped intentionally by the vision to prioritise care, belonging and personal development alongside academic learning. Leaders understand that pupils' readiness to learn is closely linked to emotional security and wellbeing. Provision is adapted thoughtfully to meet pupils' starting points, particularly for those considered vulnerable. Flexible timetables, personalised routines at the start of the day and targeted interventions focus first on relationships and regulation. Consequently, pupils who previously found school challenging participate more confidently and show improved engagement in learning. Curriculum adaptations are responsive, relational and informed by need. Staff draw effectively on ongoing assessment, pupil knowledge and external expertise to refine strategies. Pupils, including those with SEND, are supported with consistent routines and engage purposefully. Spiritual development is planned within the curriculum but is not fully embedded or consistently articulated. A developing model focused on self, others, the world and beyond supports reflection and discussion in planned contexts. Pupils engage thoughtfully when given opportunities to explore beliefs, values and experiences. However, the application of this shared understanding beyond collective worship and specific lessons is uneven.

### Worship and Spirituality

Collective worship is central to the life of the school and contributes positively to spiritual flourishing. It is carefully planned and follows a consistent structure, offering familiarity, security and predictability. Themes are rooted in Christian values and linked clearly to the school's vision. Pupils and adults engage thoughtfully through stories, reflection and discussion, often making meaningful connections to their own lives. This supports pupils' growing awareness of moral values and relationships. Pupils and adults describe worship as a time to think calmly, reflect and understand others. This indicates a positive impact on spiritual awareness and emotional wellbeing. Worship is inclusive and invitational, enabling pupils to participate meaningfully. Leaders ensure adaptations, including sensory support or alternative spaces, allow pupils with additional needs to engage successfully. Leaders evaluate collective worship systematically and use feedback effectively to refine provision. Pupil evaluation also informs planning and ensures relevance. They lead elements of collective worship, especially during celebration worship, which builds their confidence and supports their growing sense of responsibility. Partnerships with the local church strengthen worship through shared planning and delivery.



While worship supports spiritual development well, consistent use of the school's shared spiritual language is not utilised.

#### Vision and School Culture

The vision underpins a calm, respectful and relational culture where pupils and adults are treated well. Clear systems for recording and addressing negative behaviour ensure consistency and fairness. Restorative approaches help pupils understand the impact of their actions, take responsibility and, when needed, repair relationships. Evidence shows incidents are addressed promptly and thoughtfully. Pupils feel safe and confident that adults listen and support them. This culture is evident consistently across school life. Learning environments are calm and purposeful. Displays, such as the monthly celebrations within Bournebrook, promote belonging, community and shared values. Pupils demonstrate kindness and consideration for one another, often offering help without adult direction. Older pupils model care and responsibility for younger peers. As a result, pupils take pride in their school and seek help confidently when needed. Targeted wellbeing support strengthens this inclusive culture. Nurture provision, personalised interventions and close partnerships with families supports emotional regulation and engagement. Consequently, pupils experience the school as a safe and caring environment where they are understood and supported to thrive socially and emotionally.

#### Vision, Justice and Responsibility

The Christian vision inspires an active culture of justice, responsibility and service. Opportunities for social action are embedded within curriculum learning, worship and wider school life. Pupils engage in fundraising and community awareness. This includes local and global causes, ranging from clean water projects overseas to resources for local families at Christmas. These experiences nurture empathy and a growing sense of moral responsibility. Pupils suggest and lead initiatives, fostering ownership and leadership skills. Engagement with local partners broadens pupils' understanding of the impact they can make. Pupils recognise that their actions contribute to change, reinforcing agency rooted in Christian values. They are supported to engage sensitively with complex issues. Discussions around fairness and justice are age appropriate and carefully led. 'The Bournebrook Way' reinforces responsibility through everyday practice, while restorative conversations deepen ethical understanding. As a result, pupils demonstrate maturity, compassion and confidence to contribute positively within and beyond the school community.

#### Religious Education

RE is well led and has a clear profile that reflects its status as a core subject. The RE curriculum is thoughtfully constructed and appropriately balanced. It draws on the locally agreed syllabus and ensures Christianity is explored as a diverse, global faith alongside a range of other religious and non-religious worldviews. Curriculum content is organised within a mixed-age structure that supports coherence. Processes are in place to review curriculum coverage and the sequencing of key concepts over time. However, this curriculum review is not consistently used. Staff training supports the ongoing development of the RE curriculum. Leaders engage with diocesan resources and training and ensure staff access subject-specific guidance. Staff value this support and it contributes to increased confidence in curriculum planning.

## Information

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|--------------------|--|---------------|------------------------|
| Address            | Coventry Road, Fillongley, Coventry, West Midlands, CV78ET |               |                        |
| Date               | 30 April 2026  | URN           | 130881                 |
| Type of school     | Voluntary controlled                                       | No. of pupils | 112 plus 24 in Nursery |
| Diocese            | Coventry   |               |                        |
| Headteacher        | Nicola Smith   |               |                        |
| Chair of Governors | Tirth Bains  |               |                        |
| Inspector          | Frazer Smith   |               |                        |