

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tysoe Church of England Primary School

Vision

Nurturing hearts, serving with love, growing minds

As a Church of England School, our Christian ethos promotes inclusion and values diversity. Our shared values, nurture, serve and grow, are part of the everyday life of our school and of our curriculum. Our vision is built around the Parable of the Mustard Seed – from a tiny seed grows a nurturing community who serve and support each other with love.

Tysoe 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.

Strengths

- The dynamic staff team exemplifies the Christian vision, resulting in the nurture, service and growth of pupils and adults in a very caring and inclusive school community.
- The school's strong partnership with the local church, trust and diocese enriches the life of the school as a Church school, aiding the spiritual development of pupils and adults.
- Exceptional holistic support, rooted in the Christian vision, is a great strength, enabling all to live well and grow together in a warm, welcoming, dignifying and equitable culture.
- The school has an active culture of justice and responsibility, which enables pupils to make wise ethical choices and to be positive agents of change.
- The school is rapidly developing a challenging and rigorous religious education (RE) and worldviews curriculum that is innovative and enables pupils to thrive.

Development Points

- Implement robust monitoring and evaluation, so that leaders and governors can enhance the impact of the Christian vision.
- Embed a shared language about spirituality and extend opportunities for spiritual development across the curriculum, so that pupils may flourish spiritually more fully.
- Ensure collective worship has a more consistent impact on the flourishing of pupils and adults.



Inspection Findings

Tysoe Church of England Primary School's Christian vision infuses the whole school with an exceptionally caring and inclusive character. The parable at the heart of the school's vision reflects the growth of such a nurturing and welcoming community. The pupils respond positively to the staff's high expectations of them. Pupils get on very well together and help each other in many and various ways. They take pride in their learning and enjoy their time in school. The talents and gifts of both pupils and staff are affirmed, developed and celebrated. The values, which are underpinned by the vision, are lived out and can be clearly seen in the consideration shown between school members. This is further supported by the vision of the trust, focused on serving, growing and achieving, which underscores its values of compassion, courage and perseverance. Consequently, pupils' behaviour is exemplary, relationships are strong, and pupils are enabled to excel as learners. The school provides a safe, stimulating and carefully structured learning environment in which pupils and adults flourish. Nevertheless, the monitoring and evaluation of the impact of the vision by leaders and governors is not sufficiently robust.

The school's vision informs the development of an ambitious curriculum which supports pupils' academic, emotional, social, spiritual and physical development. School leaders believe that every pupil is unique and special, with God given gifts and talents. They serve pupils, growing and cherishing these gifts and talents through a rich curriculum, so that they can flourish. The curriculum inspires children to develop curiosity, creativity and independence, leading to a passion for learning. The school also ensures that pupils feel valued and actively celebrates their unique personalities and talents. The curriculum supports the development of happy, confident, loving and caring pupils who look after and value themselves, each other and their world. The pupils are equipped to become good citizens, with an awareness of their part in society, locally in the community, nationally and more widely. Children are encouraged to consider how they learn best and are supported to develop positive learning behaviours, with a 'can do' mindset. Opportunities for spiritual development are being thoughtfully planned across the curriculum. This is enabling pupils to reflect deeply on themselves and relationships with others, nature and beyond. Pupils with special educational needs and disabilities (SEND) benefit greatly from skilful teaching and additional support coordinated by senior staff. Moreover, trips and extracurricular clubs, including cooking, gardening, drama, choir and sports, further enrich pupils' learning experiences. However, a shared language about spirituality is not fully embedded. The planning of spiritual development activities across the whole curriculum is also at an early stage.

Pupils often benefit from a rich and varied programme of worship, in which parents and carers are also included. There are plentiful opportunities for spiritual reflection and developing a deeper appreciation of faith. All teaching staff and many pupils contribute joyfully to the leadership of collective worship, which further aids their spiritual development. Pupils and staff have opportunities to pray, reflect together and enjoy Bible stories, poems, artworks and inspirational real-life stories. Partnerships with the diocese, Coventry Cathedral and the local church enhance the range of worship experiences the pupils and adults benefit from. Church services for Harvest, Christmas and Easter also contribute to the spiritual development and flourishing of pupils and adults. Occasionally, pupils and adults experience a limited form of collective worship which is not characteristic of the rich and varied worship which takes place on most days. Consequently, collective worship does not always have a consistently positive impact on the flourishing of pupils and adults.

Pupils and adults treat one another very well, celebrating and valuing differences. Whilst behaviour is almost always impeccable, when issues arise all members of the school community recognise the importance of reconciliation. Restorative practices are central to the school's behaviour and relationships policy. Pastoral support for pupils and families is a remarkable strength. The trust has secured additional resources from the diocese to support staff training on trauma and to employ a family liaison officer. The work of the family liaison officer and trust inclusion leader have provided a level of support which has been transformational for families. Initiatives have been introduced to support mental health and offer a range of effective therapies. The school dogs, Rex and Sadie,



also play a helpful part in securing the wellbeing of pupils. Consequently, the pupils enjoy school and their high levels of attendance reflect this. Moreover, shared staff responsibilities across the trust serve to develop leadership capacity, reduce workload and increase resilience. The trust has invested in high quality professional development for staff, so they are very well supported. This has aided the retention and further progression of talented and committed staff. Similarly, parents and carers express fulsome praise for the staff's exceptional support for families and meeting the pupils' needs so well. One parent commented that she 'could not speak more highly of the school'.

The school's active culture of justice and responsibility flows from its commitment to 'nurturing hearts, serving with love, growing minds'. Pupils are encouraged to nurture the natural world, and to take every opportunity to serve and to learn, in response to injustice. The school's vision also fosters this culture, based upon its affirmation of each pupil's unique talents. These are nurtured and encouraged, in developing pupils' roles as courageous agents of change. Pupils are quick to take on responsibilities and opportunities that grow as they advance through the school. They actively support a range of charities. The school council plays an important role in raising awareness of charities supporting rural mental health and food poverty. Pupils have also raised funds for a cancer charity and campaigned locally for road safety, defibrillators and tennis court refurbishment. This has helped to improve the safety, health and wellbeing of many people, locally and further afield. The eco club has focused on how the school can reduce its carbon footprint through recycling and saving energy. The singing of the school choir at the local dementia café and litter picking by the pupils in the village have been greatly appreciated also. Furthermore, in response to the war in Ukraine, pupils have raised funds for an international charity. There are many examples of such compassionate actions, which arise from pupils being empowered and encouraged to be a force for good.

The highly ambitious religious education curriculum exemplifies the breadth and depth of high-quality provision for RE. It is a challenging and rigorous curriculum which provides a framework to develop subject knowledge and skills very effectively. It navigates a balance of breadth and depth, so that pupils encounter both religious and non-religious worldviews. It provides opportunity for pupils to build on their prior knowledge and to deepen their understanding of their own personal worldview, and those of others, over time. The school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflects its place on the curriculum. They ensure that the RE curriculum is very carefully planned. RE is well-resourced and continuing professional development for staff has had a positive impact on the effectiveness of the curriculum. Pupils benefit from online visits to different sites of importance for world religions. They also visit places of worship, often linked to geography or history themed trips. The new RE curriculum caused one pupil to reflect that 'it is really hard, but way more interesting'. The RE curriculum offers the opportunity for deep exploration of religions and worldviews, greatly aiding pupils' spiritual development.

Information

Address	Tysoe Church of England Primary School, School Lane, Tysoe, Warwick, CV35 OSD		
Date	27 March 2025	URN	148512
Type of school	Academy	No. of pupils	116
Diocese/District	Coventry		
MAT/Federation	Fosse Multi Academy Trust		
Headteacher	Paige Allister		
Chair of Governors	Aaron Bodycote		
Inspector	Peter Cantley		