

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

Bidston Village Church of England VC Primary School	
Address	Ballantyne Drive, Bidston, Birkenhead, CH43 7XG

School vision
<p>Our vision at Bidston Village Church of England Primary School is to guide our children to develop their God-given gifts to the full and live fulfilling lives, rooted in the values taught by Jesus; based on the gospel value of love for one another.</p> <p>Join together to support and encourage one another to promote love and good works. Hebrews 10:24</p> <p>‘Love Faith. Love People. Love Learning.’</p>
School strengths
<ul style="list-style-type: none"> <li>• Reflecting the school’s vision, leaders demonstrate a commitment to ensuring pupils’ God-given talents are acknowledged, nurtured and celebrated.</li> <li>• Through a wide range of creative and innovative strategies and approaches the curriculum is appropriate and accessible by all.</li> <li>• There is a proactive culture towards supporting pupils and their families, based on trusting relationships.</li> <li>• Mutually beneficial relationships with the local church demonstrate a common goal of wanting the best for every pupil. The love of God is provided in a variety of practical ways to pupils and their families.</li> <li>• Opportunities for collective worship are both inspiring and inclusive, nurturing collective and individual spiritual development.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Complete the transition to a new Religious Education (RE) curriculum. This is so that leaders can be assured RE is challenging, accurate, well-sequenced, diverse and appropriate for pupils’ individual contexts.</li> <li>• Continue to fully embed and deliver planned opportunities for spiritual development. This will enable all children to flourish spiritually.</li> <li>• Further develop pupils’ understanding of injustice or unfairness. This is so that they can understand ways in which they can make a positive difference to the wider world.</li> </ul>
Inspection findings
<p>The school’s vision is expressed clearly through a series of Christian values, with the focus being on love. The strapline of ‘love faith, love people, love learning’ enables pupils’ understanding of what is important at Bidston Village. Leaders promote a love for all that permeates every aspect of school life. A myriad of strategies are used to identify, develop and celebrate pupils’ individual talents and abilities. All are seen as having ‘something to bring’. This is so that all pupils are enabled to live</p>

fulfilled lives. 'Bidston's Got Talent' is valued by pupils, parents and staff as it provides an opportunity for pupils to showcase their talents.

Leaders careful monitoring of subjects taught ensures school policies and everyday practice connect with the school vision. They are passionate about nurturing all. Leaders are committed to removing any barriers to learning. Individualised support in response to need is provided for pupils. This results in pupils continuing to thrive, often despite individual difficulties. There exists a commitment to home and the school working together, for the benefit of pupils. As such pupils develop into well rounded citizens, confident in their individual abilities. Pupils experience of visits and visitors broaden their horizons, so they deepen their knowledge of a range of issues. For example, through visits by the police and other agencies. This enables Year 6 pupils to be aware of the dangers of knife crime and county lines. Such knowledge allows them to make ethical choices so that they can keep themselves safe. Pupils are comfortable expressing themselves. They confidently contribute to external events, such as a local poetry competition or 'The Big Sing' at Chester cathedral. Recently some opportunities for spiritual development have been woven into lessons. Pupils' express moments of awe and wonder in the everyday and the extraordinary. For example, visits by musicians provide opportunities to listen and marvel at the sounds produced. In early years a large block of ice creates a sense of wonder. However, such opportunities remain largely spontaneous and unplanned.

Collective worship is valued as a time to come together, to celebrate, to reflect, to pray and to worship. It is 'like a warm hug' for members of the school. All feel welcomed and included. They relish this coming together and the sense of community it provides. Use of a school prayer supports spirituality by developing a sense of oneness. Pupils sing enthusiastically, enjoying the words of songs. They value the lighting of the candle and the candle song as a time when they 'say hi to God.' The use of inspirational stories encourages pupils to consider their own lives and their views of the world. Moments of stillness provide time to reflect on Christian values and any implications for their behaviour and interactions. In doing so they are helped to feel peace and reach out with compassion to others. Prayer promotes spiritual growth by providing times of reflection. In turn, opportunities for spirituality flow through to pupils' home life. For example, pupils use prayers learnt in school at home before meals. This generates a deep sense of gratitude.

The school culture demonstrates the vision in practical ways. It is highly inclusive. There is an ethos of kindness, stemming from a desire to show love and respect for each other. Reflecting the school's vision, they 'join together to support and encourage one another to promote love and good works'. Year 6 pupils demonstrate this through a series of 'random acts of kindness' in school and the local community. They have visited the local nursing home as well as given flowers to local business owners. Staff and pupils are kind to each other. They know they can talk to staff about any worries and that they will be taken seriously. Pupils are confident that they are treated well, noting 'the way teachers help us with our work.' As a result, pupils model these interactions with each other. Relationships between staff are particularly strong with several describing the staff team as working with friends. Good mental health is viewed as a priority. Staff and pupils are confident to express their thoughts and feelings, knowing that they will be listened to. This helps create a happy and cohesive school environment. Parents know they are welcome and acknowledge leaders' 'open door policy'. They recognise the way the school supports them and their children, especially during difficult times. Leaders and governors have prioritised appointment of staff, such as the family support officer. This has resulted in pastoral support being a strength across the school. Links with a wide range of external agencies ensure individual needs are met swiftly and without delay. As a result, pupils and their families feel safe to discuss their vulnerabilities, knowing they will receive care and support.

Pupils are keen to hold positions of responsibility. They become part of the ethos team, the eco

group and the pupil parliament. They enjoy these opportunities to take responsibility within a supportive environment. They consider ways they can influence their friends' lives for the better by being kind to each other. Throughout the school pupils reflect on the impact of their actions on others. As such the school is a place where love is demonstrated through forgiveness and reconciliation. Parents and staff value the close relationship between the local church and school. One positive impact is the interactions that pupils have with older members of the congregation through the lunch club. This fosters a good relationship between the school and community, promoting love and good works. Despite being involved in work highlighting issues of injustice, comma pupils' focus remains on their immediate environment. Their awareness of how they can make a positive difference to the wider world remains limited.

Leaders view RE as an important area of the curriculum. As a result, pupils speak enthusiastically about what they have learnt. They like being able to use their talents, such as art and recalling facts in lessons. RE is carefully planned to ensure all children can access the content. The school values diocesan support as they transition to a new RE syllabus. As such leaders are prioritising planning and delivery of RE, including the purchase of new resources, modern texts and the setting up of an RE library. Leaders ensure staff receive support and focussed RE training so that they are confident in the subject and delivery.

The inspection findings indicate that Bidston Village Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	18 January 2024	URN	131281
VC/VA/Academy	Voluntary controlled	Pupils on roll	452
Diocese	Chester		
MAT/Federation			
Acting Headteacher	Katharine John		
Chair	Trish Iddon		
Inspector	Deborah Smith	No.	983