

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tadpole Farm Church of England Primary Academy

Vision

The school vision is lived through LEAP (Love, Enquire, Achieve, Partnership). Our LEAP vision is linked to Mark 9:23 'Everything is possible for one who believes'.

Tadpole Farm Church of England Primary Academy 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 schools' decisions and actions are rooted in its vision of everything is possible through faith. These decisions and actions result in a positive impact upon pupils' learning and flourishing, evidenced by purposeful relationships.
- Through the LEAP approach - Love, Enquire, Achieve and Partnership - leaders foster a learning environment that strives to focus on flourishing for every pupil, spiritually and academically. The aspirational curriculum is thoughtfully designed to meet school context. The impact of which supports pupils to be creative, engage with knowledge and develop a sense of purpose and community.
- Collective worship is a well-planned and joyful time. It offers relevant opportunities for spiritual reflection for the school community, resulting in the shaping of pupils' and adults' lives. It is deeply rooted in the vision and the values that support the outworking of it.
- The vision ensures that a strong sense of belonging is evident in the school. Positive wellbeing for all is at the heart of its Christian vision. Relationships are built around a deep sense of care and compassion. The school provides a range of pastoral support and as a result, staff and parents feel valued and cared for, which contributes to a positive and thriving environment.
- Religious education (RE) is expertly led and carefully planned. It offers pupils opportunities to be curious and ask searching questions. As a result, pupils are enthusiastic about the subject and their spiritual development is well supported.

Development Points

- Strengthen pupils' understanding of Christianity as a global religion. This is so that pupils deepen their understanding of Christianity as a diverse faith and know that Christians may practise their religion in different ways.



Inspection Findings

The vision of LEAP is strengthened by the school's Christian values. This is further underpinned by the biblical text 'everything is possible for one who believes,' which is held in high regard by staff and pupils. The school is the hub of the local community and is welcoming and inclusive. The vision responds to the learning needs of pupils and to the school context. The vision instils a powerful sense of inclusion and respect in leaders and staff. As such, leaders make bold decisions in fostering hope and high expectations so that pupils and adults feel valued and experience success. The trust knows the school well. They have recently adapted their vision to align with that of a Church of England school. They monitor how the vision meets pupil need. Consequently, they offer effective support, challenging leaders to ensure that pupils thrive. Leaders benefit from high-quality training and support from the diocese, deepening their understanding of effective Church school leadership.

The inclusive school ethos means that pupils, including those with special educational needs and/or disabilities (SEND) are well supported and nurtured. The school curriculum is inclusive, focusing on collaboration and critical thinking. Pupils are empowered to explore new ideas developing essential skills, regardless of starting points. LEAP is embedded in every lesson so that each child is supported by a sense of community and commitment to personal growth. The impact of the curriculum results in the flourishing and growth of the pupils' interests. Leaders have considered how to weave spirituality into the learning experience through a shared language. This is embedded into the learning routine; consequently, pupils are curious and reflective. A culture of creative learning experiences is evident for pupils, framed in the belief of high-quality teaching. As a result, the curriculum offers long-term, memorable learning, rooted in the school's vision. Interests and achievements are celebrated weekly with LEAP awards for pupils who demonstrate the school's Christian values.

Collective worship is joyful, engaging, prayerful and invitational. Leaders create the opportunity for reflection, discussion and a variety of inclusive approaches to worship. This supports the spiritual flourishing of pupils and staff and sets the tone for the school day. The approach is carefully planned and includes celebrations of Christian festivals such as Christmas and Easter. Local clergies are actively involved in planning and delivering worship, enhancing spiritual experiences. A measured approach ensures the vision and Christian values are explored through worship, deepening understanding. The pupil prayer and worship team liaise with each class through their reflection journals. They consider ways in which pupils feel worship is supporting them spiritually and make changes where necessary. For example, leaders have included more drama in collective worship following pupil feedback. Leaders regularly monitor reflection journals and check that collective worship has a positive impact on pupils and staff. It is valued as time for the school community to share in celebration and spiritual reflection.

Driven by the school vision, pupils and staff are supported to love one another. This shapes strong, compassionate relationships between staff, pupils and families. As a result, pupils are happy and behave well. Warm collaboration exists with partnerships such as churches and charities. Leaders provide opportunities for pupils to reflect on how pupils and staff should treat each other well. Staff speak of high levels of trust in relationships. They see the vision as essential for shaping the culture of the school. For example, they value leaders putting measures in place to lighten the load, such as wellbeing days. Positive mental health is prioritised, as a result staff are flourishing. Leaders focus on spotting potential amongst staff, providing training which supports professional development. Positive role modelling by leaders focuses on the vision of 'everything is possible for those who believe'. This ensures that relationships are nurturing. The vision is the driver for ensuring that pupils with SEND have a wide



variety of support, such as specialist intervention. Due to this approach, pupils receive the support they need, make progress and flourish.

Expressed as the core value of 'everything is possible for one who believes', a clear understanding and sense of justice exists. This drives action within the school. Pupils can engage in conversation around fairness in relationships. As a result, they have a sound understanding of how to take responsibility. Leaders provide opportunities to help pupils to know the power of their voice to care for others. Pupils understand their rights and responsibilities and advocate for human rights outside school. For example, some pupils decided to raise money to buy provisions for the homeless. Pupils are encouraged to show kindness and fairness, treating others with respect. Pupil groups including School Council and Eco Committee are key to promoting justice and responsibility. Consequently, pupils realise they must act to make a positive difference to others. For example, pupils supported a local charity collecting clothing for families. Another initiative involved litter picking locally, demonstrating care for God's planet.

The RE curriculum is well sequenced and progressive, made accessible to pupils through a range of delivery methods. Pupils enjoy the subject and speak positively about their learning. Pupils value RE as an important academic subject because it helps them to understand the world and explore their own beliefs. They enjoy comparing beliefs across, and between faiths. The curriculum is enhanced through experiences such as visits to places of worship. For example, pupils have reflected on stained glass windows in the local church. Visits to other places of worship have enriched pupil knowledge of religions other than Christianity. Pupils value that everyone is entitled to their own opinions, without judgement. Visitors from a variety of faiths within the school community bring the subject to life. However, pupils do not fully understand Christianity as a world faith, as opportunities have not been created through planning to enable this.

Pupils flourish in RE, because a clear plan is in place to ensure that teaching is engaging. RE is monitored ensuring the curriculum is delivered consistently through high-quality teaching. Learning walks and pupil voice ensure leaders have discussions with pupils about learning. The trust monitors RE learning, including assessment. This helps to assess pupils' understanding of RE and review the impact of the curriculum. Adaptations are made accordingly. Regular assessment of pupil progress ensures staff have clarity of next steps in learning. These assessments, show that pupils make progress in the subject because of high-quality teaching. Pupils have an awareness of the similarities between world faiths, including Christianity and non-religious views such as Humanism. Big questions stimulate thinking and discussion. The RE leaders ensure training is in place, following moderation. This ensures increased teacher confidence in delivering high quality RE teaching, enabling flourishing.

Information

Address	Greene Street, Tadpole Garden Village, Blunsdon, SN24 2QS		
Date	11 June 2025	URN	140420
Type of school	Primary Academy	No. of pupils	454
Diocese	Bristol		
MAT	Blue Kite		
Headteacher	John Spencer		
Chair of Governors	Ewan Young		
Inspector	Clare Murray		