

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dassett Church of England Primary School

Vision

We care for ourselves, each other, our school and our world.

As God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience [Colossians 3:12]

Dassett 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 Christian vision is expressed throughout school life. It drives the actions of leaders, who have a deep desire to see that pupils are nurtured to flourish.
- An atmosphere of mutual respect ensures that interactions between members of the school are conducted in a positive manner. Consequently, stakeholders are valued and their voices heard.
- Collective worship is welcoming, inspirational and uplifting. It offers members of the school the opportunity to grow spiritually through experiences of prayer, singing, dancing and reflection.
- The well-structured religious education (RE) programme builds upon previous learning and is carefully planned and relevant. This impacts positively on pupils' knowledge and understanding.

Development Points

- Share the vision with all stakeholders. This is to enable the school community to understand the vision and values which underpin the education that pupils receive.
- Provide opportunities for pupils to develop their understanding of Christianity as a worldwide faith. This is to allow them to appreciate the diversity of Christian beliefs and practices.
- Plan opportunities within the curriculum for pupils to ponder, reflect and be curious. This is to deepen pupils' understanding of spirituality.



Inspection Findings

Vision and Leadership

Dassett's Christian vision is biblically rooted and relevant to the school's context as a small school within a rural setting. It is a result of recent consultations with governors, staff and pupils. This shared vision creates an atmosphere of mutual respect, where pupils are valued and achievements celebrated. However, the vision has not been shared with parents and carers. This limits their understanding of the Christian direction of the school and the values that pupils and staff are committed to. The relationship between the governing body and leadership is strong. This enables them to appreciate and react to the challenges that the school faces. The governing body rigorously holds leaders to account. They work together to see the vision fulfilled. Staff and pupils know and understand the importance of the Christian values linked to the school's vision. The school's 'REACH' values of respect, equity, ambition, care and honesty are the basis of the school's approach to behaviour management. Together these values result in an inclusive environment where pupils can thrive. Strong and visible leadership models the vision consistently, serving as a powerful example for both staff and pupils.

Vision and Curriculum

The curriculum reflects the school's Christian vision. In English, for example, pupils read diverse texts which foster kindness and empathy. In history and geography they explore how human behaviour impacts upon the world. In music and art pupils discuss how creativity affects wellbeing. This nurturing ethos enables pupils' flourishing. Staff are effective at challenging and supporting students of all abilities. Consequently, pupils thrive. Teachers use assessment to identify vulnerable pupils and to plan and implement appropriate interventions. This provision is often tailored to individual needs so that pupils are able to achieve of their best. Staff are supported by a programme of training and are confident in asking colleagues for help and advice. This collaboration enhances teacher knowledge and understanding. Pupil encounters with the world around them are not routinely included in curriculum plans. This means that opportunities to deepen spiritual growth are missed. Pupils enjoy the opportunity to involve themselves in a variety of extra-curricular opportunities including sport and music. These enrich the life of pupils by broadening their experiences.

Worship and Spirituality

Collective worship is at the heart of school life. Pupils and staff immerse themselves in an atmosphere infused with music, dance and singing. Bible stories develop pupils' understanding of how Christian values were taught and lived by Jesus. As a result, they learn from his teaching. Collective worship also allows for moments of quiet reflection, stillness and prayer. Consequently, pupils grow spiritually. Monday's assembly, to which parents and carers are invited, is a celebration of pupils' achievements within and out of school. Staff nominate pupils for the weekly 'Leaf Award' which rewards pupils for trying their best. This is a much-coveted accolade and a testimony to the importance that pupils attach to living out the school's values. Members of the pupil collective worship committee actively lead worship. This results in a growth in their confidence. The school follows the Anglican traditions and festivals. Harvest, Christmas and Easter, for example, are celebrated at the local church. Such opportunities deepen knowledge and understanding of Christian religious practice. They also provide a special time to come together as a wider village community. This enhances the school's relationship with the church.

Vision and School Culture

Relationships within the school community are exemplary. Staff and pupils are valued and listened to. Pupils are respectful towards one another and go out of their way to look after each other. Expectations regarding pupil behaviour are high. Where poor behaviour occurs, staff are quick to respond with a reminder of expectations, cautions and consequences. Pupils are encouraged to reflect upon how they might behave differently in the future. This promotes a culture of dignity and respect. Pupils fulfil several leadership roles. An active eco committee encourages the school community to recycle, reuse and reduce the use of materials. Pupils are active



in litter picking and have successfully lobbied for the use of refillable glue sticks. Their work has deepened staff and pupil understanding of the importance of stewardship in a world of decreasing resources. Year 6 pupils serve as buddies to reception pupils and can be visibly seen looking after them at break and lunchtime. This is further evidence of the school's Christian values being lived out daily. A pupil leadership group, the 'Dasset student vision association', takes responsibility for promoting the school's values. Their work actively promotes, encourages and acknowledges pupils and staff who are living out the Christian vision.

Vision, Justice and Responsibility

Pupils are knowledgeable of the nature and importance of justice and responsibility. They view the first as fairness and the second as a moral duty. Consequently, these values are lived out in pupils' daily lives, and they can give meaningful examples of how they have done so. For example, they describe helping somebody who is upset and inviting another pupil to join in with their play. Pupils understand the importance of equality and can explain how equity is sometimes essential for equality to be achieved. Consequently, pupils appreciate differences in individual circumstances and actively work to ensure that everyone is included. Pupils support numerous charities through fundraising and involvement in national initiatives such as 'Children in Need'. Pupils are active in the community, interacting with and singing to residents in a local care home. This results in them making a positive difference to others.

Religious Education

Leaders ensure RE has a high profile in the school. It is considered an important subject by pupils. They are proud of their work and are able to talk enthusiastically about their learning. The RE curriculum is well planned and sequential. This allows pupils to build upon what they have learned before and motivates them to engage further. Pupils value the opportunity to learn about a range of faiths and can talk about different beliefs and practices. This develops pupil understanding of diversity and an appreciation of how other people might view the world. These lessons stimulate pupil curiosity regarding global diversity. RE permeates the wider curriculum. In art, for example, pupils examine religious imagery from various cultures. In music their studies allow pupils to celebrate religious festivals and to express spiritual experiences. These develop further pupils' empathy and enable them to consider the thoughts, attitudes, beliefs and values of others. However, there is little exploration of Christianity as a multi-cultural world faith. As a result, pupils have a limited understanding of the rich variety of Christian worship.

Information

Address	Memorial Road, Fenny Compton, Southam, Warwickshire CV47 2XU		
Date	20 January 2026	URN	130379
Type of school	Voluntary controlled	No. of pupils	102
Diocese	Coventry		
Headteacher	Suzanne Corry		
Chair of Governors	Andrew Jeffrey		
Inspector	Helen Birch		