

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Staverton Church of England Primary School

Vision

We are building what we value and everything we do is done with love. Our six school values of responsibility, friendship, honesty, compassion, respect and perseverance are all underpinned by our one all-encompassing value of love. Adults and children are known and loved and our vision guides us to live our values every day and inspire a love of learning. "Above all be loving, this ties everything together perfectly". Colossians 3:14

Staverton 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 Christian vision and its associated values inspire a culture of love and acceptance throughout the school. There is a deep understanding of what this means by pupils and adults. Therefore, it is at the heart of the school's actions, creating a happy and harmonious place where people thrive.
- Collective worship is an integral part of the life of the school. It inspires, raises spirits and develops a curiosity about the world. As a result, its impact is far reaching and enhances the lives of those in the school community.
- School leaders have created a culture where adults and pupils are understood, well cared for and valued. Therefore, there is a strong sense of family, where people look after each other to create a peaceful and purposeful place of learning.
- Pupils here have a clear understanding of, and a passion for justice. They are given a powerful voice and leaders enable them to act on their intentions. Consequently, they make a positive difference to their local community and beyond.
- The religious education (RE) curriculum has been carefully crafted to inspire and challenge. It is structured so that pupils can build on prior knowledge to enhance their understanding of the subject. As a result, they confidently use their knowledge to articulate their opinions and understanding of religions and worldviews.

Development Points

- Create opportunities to allow pupils and adults moments of spontaneous reflection. This is to enhance and deepen their understanding of their own spirituality.



Inspection Findings

At Staverton Church of England Primary School there is a warm welcome, filled with love. The Christian vision drives decisions and policy making, creating the loving, purposeful environment that allows pupils and adults to thrive. Strong partnerships enhance school life. The diocese, local church and other organisations enrich the spiritual lives of the community through worship and workshops. Peterborough Diocese Education Trust strengthens the school's work. It provides a wealth of training, support and challenge for both leaders and staff. Its cluster groups help formulate positive bonds with other local church schools, enabling the sharing of resources and ideas. Driven by the vision, leaders encourage pupils to have a strong voice and to act on their beliefs and passions. Therefore, pupils organise worship, playtime games, environmental campaigns and helping with local charities. These lead to talents being discovered, a strong sense of responsibility being developed, and friendships blossoming. Through knowledge of the vision and values, pupils and adults grow together with honesty, compassion and respect. As a result, this is a safe, happy and successful place to learn, where love ties everything together.

Leaders have created a curriculum where the vision and values are explored throughout learning. Pupils learn about the lives of inspirational people who have made a positive difference in the world. They explore how these peoples' actions exemplify the school's values. Thus, furthering their understanding of how these values apply to life outside of school. There are times of spiritual exploration planned into the curriculum such as taking time to appreciate moments of awe and wonder during science, music and art lessons. The shared vocabulary has created pathways to deepen the understanding of spirituality. However, opportunities for spontaneous reflection are few and so this limits possibilities for spiritual development. Leaders and staff are highly motivated to ensure pupils are inspired and love learning. Vulnerable pupils or those who have special educational needs and disability receive targeted help when needed. The wide range of extra-curricular activities, such as eco club, music lessons and sports activities, allow further exploration of talents. Visits to places beyond the local area, develop confidence and instil a thirst for knowledge. Pupils talk enthusiastically about trips undertaken to places of worship. These have helped to cement pupils' prior understanding and develop a curiosity about living with faith. Therefore, pupils feel secure in themselves as learners and are eager to find their place in the world.

RE is highly valued as a core academic subject. Leaders work closely with the diocese and the trust to create a curriculum that explores a wide range of religions and worldviews, including Christianity. Leaders ensure that teachers have the resources needed to deliver the curriculum, including regular and relevant training. The well considered sequence of learning builds on prior knowledge and understanding. This includes visitor presentations, workshops and visits to places of worship to enrich knowledge and understanding. Thus, pupils can articulate how RE helps them to understand people and world issues.

The rigorous monitoring of RE is done with compassion and understanding, creating a culture where help is offered and accepted. Regular assessment of pupils, identifies misconceptions quickly allowing targeted support and challenge where appropriate. Therefore, pupils have a thorough knowledge of the chosen religions and worldviews. They know that many faiths have holy texts. They appreciate that the Bible is important to Christians in guiding their relationship with God. They have a good understanding of the global nature of religions and how the practice of it may differ. Debates and the consideration of big questions encourage the exploration of moral and



ethical issues. This increases confidence and ability in exploring different viewpoints as pupils progress up the school. Therefore, due to highly competent teaching, pupils enjoy their lessons and are knowledgeable and skilled.

Collective worship is welcoming and unifies the school in its understanding of the Christian vision and values. It includes rituals such as lighting candles, sharing the peace, singing songs, and times of reflection. This helps to identify worship as a special time, separate from the working routines of the day. Worship here centres the mind, calm the spirits, uplifts and challenges, and connects the community to the vision. It is carefully planned, using Bible stories to exemplify and explore the Christian vision and values in depth. This leads to a secure understanding of how these can have a positive impact on people's lives. Prayer has an important role, both in worship and in the daily life of the school. Pupils are respectful during this time, knowing that believers use prayer to communicate with God. Positive partnerships with the local church and other Christian organisations deepen knowledge and understanding of the Christian faith. Members of these organisations lead worship and workshops to explore Christianity on a personal level, therefore enriching spiritual understanding.

The Christian vision has created a culture of compassion and respect, where people are loved for being who they are. Pupils, parents and visitors are greeted warmly by staff on the playground and in the office. This reflects the belief that pupils and adults are children of God and are loved. Staff consider themselves an important part of the team. Collaborative working, both in school and with the trust, help to reduce workload. The trust provides high quality training, while also having several initiatives to ensure a good mental health. This means, staff feel their work is highly valued and that they are well supported in times of need. The Christian vision drives the positive behaviour policy and helps pupils to form empathetic, respectful relationships. They are proactive in creating positive friendships. 'Relationship builders', initiated and run by pupils, helps those who find it difficult to join in at playtime. They organise games and find friends for those in need. Thus, pupils have a strong sense of empathy for others, reflecting the vision that everything is done through love.

The deep understanding of the Christian vision inspires a belief that with love comes responsibility. Pupils are passionate and active in looking after their neighbours and God's world. They are strongly encouraged to use their voice and to make things happen. Geography days, making bug hotels and 'hug a tree' are all child led initiatives that enrich school life. Inspirational learning activities throughout the curriculum create a desire to make the world better. Pupils read stories about injustice and learn about the lives of those who have made a difference in the world. These ignite a passion for standing up for justice and spur pupils into action. Pupils write letters to the council, support the local foodbank, make habitats for wildlife and fundraise. This is a community who not only have compassionate hearts, but also the understanding of why acting for justice is important. Consequently, pupils thrive in the knowledge that they are global citizens and instigators of change who make a positive difference.

Information

Address	Glebe Lane, Staverton, NN11 6JF		
Date	1 April 2025	URN	141068
Type of school	Academy	No. of pupils	104
Diocese	Peterborough		
MAT/Federation	Peterborough Diocese Education Trust		
Headteacher	Ruth Nelmes		
Chair of Governors	Brian Irvine		
Chair of Trust	Andrew Scarborough		
Inspector	Lesley Montgomery		