

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Southrop Church of England Primary School

Vision

Our vision is that every child leaves Southrop Church of England Primary School feeling that they have flown or succeeded and they are ready to go into their next community with courage to continue their journey with soaring wings.

Giving Wings to Fly

'Those who hope in The Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

Southrop 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 and associated values of courage, friendship and forgiveness are deeply embedded within the school. They are at the heart of decision making. This ensures pupils and adults flourish together.
- The vision guides curriculum provision, support and intervention for pupils with additional needs. This has a profound impact, enabling pupils to thrive.
- The varied and unique approach to daily collective worship is cherished by pupils and adults. The strong and effective partnership with the local church community enriches the school's worship life.
- Guided by the vision, this is a highly inclusive and happy school community with a deep focus on pupils and adults' wellbeing. Pupils behave very well and support each other lovingly.

Development Points

- Sharpen systems to fully evaluate the impact of the Christian vision. This is so that they explicitly support the ongoing development of Southrop as a Church school.
- Develop a whole school approach to spirituality. This is to enrich and deepen personal spiritual experiences for pupils and adults.
- Develop systematic opportunities for pupils to learn about justice. This is to enable pupils to reflect on this within their lives and enhance their understanding of their potential to make a difference in society.



Inspection Findings

Vision and Leadership

The Christian vision, inspired by Isaiah 40:31, is central to life at Southrop. Articulated as 'Giving wings to fly', and expressed through the values of courage, friendship and forgiveness, it is at the heart of the school's work. Leaders clearly articulate how the vision informs and guides their comprehensive strategic plan. They are committed to ensuring pupils have a wealth of opportunities and appropriate support to 'soar in life and learning.' Staff and pupils talk with enthusiasm about how the vision and values are lived out. This provides a solid foundation through which pupils and adults flourish. Committed and enthusiastic governors know the school well. They are rightly proud of the school's recent achievements. They visit regularly in line with their comprehensive monitoring schedule. This ensures they support and challenge staff and leaders effectively. However, governors' monitoring of the vision is underdeveloped. This means opportunities to evaluate its impact are missed. Strong partnerships with the diocese and local church enable this loving community to thrive.

Vision and Curriculum

The aspirational Christian vision guides and shapes the school's curriculum. It is well planned, inclusive and adapted to meet the needs of pupils. Leaders diligently ensure that the curriculum is shaped by the local context. For example, high quality texts that reflect diversity, difference and current affairs are intentionally selected to support teaching. This approach extends to wisely chosen enrichment activities. Leaders' curriculum decisions ensure pupils' horizons are extended, effectively living out the vision. The picturesque grounds further enhance lessons and activities. An extensive extra-curricular offer enhances pupils' learning and self-esteem. Leaders ensure these opportunities are available to all pupils. The vision guides leaders' approach to supporting pupils considered to be vulnerable and disadvantaged. They have access to a range of specialist provision. This includes play and sand therapy, and an emotional literacy support assistant. Leaders ensure all staff are trained in trauma-informed practice. This range of provision ensures pupils succeed and fly, in line with the vision. Rich opportunities to develop spiritually are integrated into the curriculum and each school day. However, approaches vary across classes. Leaders rightly acknowledge there are differences in pupils and adults' understanding of the meaning of spirituality. This means some opportunities for spiritual flourishing are missed.

Worship and Spirituality

Worship is a cherished part of school life at Southrop. Pupils love coming together with staff and their peers. This instils a strong sense of community. Daily worship takes place in a dedicated outdoor space within the wildlife garden. In this natural setting, worship unites, centres and focuses the school community at the start of each day. A beautiful stained glass provides a focal point that deepens the feeling of connection. Staff appreciate the spiritual space and time to reflect. They delight in seeing their pupils participate and engage in deep thinking and reflection. Daily worship supports pupils to explore the school's vision and values through Bible stories. They relate these to their own lives, community and to world contexts. As a result, pupils are engaged and seek to explore faith and spirituality. The strong and effective partnership with local clergy and the wider church community enriches the school's worship life. For example, pupils particularly enjoy the drama and role play brought by the enthusiastic Open the Book team. Pupils, staff and parents find joy in the regular early morning fellowship walks around the village. They value the tranquillity and sense of community these mini pilgrimages bring. This varied approach to the school's worship life has a powerful impact on pupils and adults' spiritual flourishing.

Vision and School Culture

Leaders and staff live out the Christian vision and values in their daily lives. This ensures the school is a caring and nurturing community. Pupils are very polite, behave well, and support each other lovingly. They have a range of strategies to help them disagree peacefully. For example, adept use of restorative practice enables pupils to successfully resolve disputes without adult intervention. Year 6 pupils assist trained staff to run an outdoor



nurture cabin at lunchtimes. This provides a quiet, safe space for effective emotional support. Relationships across the school are exceptionally strong. Staff know pupils and their families well. They use this knowledge to provide a range of bespoke support. Parents rightly value and appreciate the school's individual approach. As a very small school, leaders are aware adults have a variety of roles. They understand this can have an impact on their wellbeing. Staff appreciate the range of strategies leaders implement to reduce workload. They feel valued, trusted and supported. A range of development opportunities and training ensures they flourish professionally.

Vision, Justice and Responsibility

Pupils actively contribute to living the school's Christian vision through undertaking an extensive range of leadership and pastoral responsibilities. They serve one another proudly as wellbeing ambassadors and lunch monitors. The vision guides pupils and staff to support those in need. For example, at Christmas time the school collects items for a local charity providing sanitary items to the homeless and those in extreme hardship. Pupils serve the local community through volunteering at the village shop and other events. This develops their sense of responsibility and intergenerational connection. Pupils are united by a desire to tackle environmental issues. For example, their action led to refillable and recyclable stationery being used across the school. As a result, pupils are beginning to understand how they can influence positive change. Through their participation in a local magistrate's mock trial programme, pupils have opportunities to explore the legal system. However, their understanding of the broader concept of justice is variable. This is because opportunities for them to consider and address issues of inequality are at an early stage of development.

Religious Education

The teaching of RE is a priority in the school each week. The curriculum is coherent, well-balanced and sequenced for the two mixed-age classes. The curriculum supports a balance of Christianity, world religions and worldviews with a clear progression to build on previous knowledge. RE has a high profile and displays of pupils' work reinforce key Christian concepts. Teachers skilfully ensure RE lessons meet the broad range of learning needs. As a result, pupils are enthusiastic about RE and explain its impact on their lives. RE lessons provide a space for pupils to ask questions confidently and freely discuss their understanding and learning. They hold informed and balanced discussions about religions and worldviews. Pupils give pertinent examples of how learning in RE helps to enhance their understanding of the world around them. They see this as crucial to promoting their sense of respect and tolerance. Leaders work meticulously to continually develop the effectiveness of the curriculum. This work is ably supported by diocesan training and guidance.

Information

Address	Southrop, Near Lechlade, Gloucestershire, GL7 3NU		
Date	20 November 2025	URN	115651
Type of school	Voluntary controlled	No. of pupils	40
Diocese	Gloucester		
Headteacher	Megan Davies		
Chair of Governors	Dale Hall		
Inspector	Christian McGuinness		