

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

### Northleach Church of England Primary School

#### Vision

We love, We give, We grow

Our church school vision is strongly rooted in Christian Values.

"Like a tree firmly planted by streams of living water" (Psalm 1)

We love – As God the Father loves us all, we continue to care and nurture one another in a community built upon mutual respect.

We give – As God gave His Son to us, we also give to one another, our community and the wider world.

We grow – As the spirit of God grows within us, we aim for spiritual growth and academic excellence in our family.

This is true for everyone – families of all faiths and none.

Northleach 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

- Leaders use the Christian vision and values to inspire school life and underpin strategic decisions. Through this they empower pupils and adults to 'love, give and grow' together.
- The curriculum and extra-curricular opportunities are driven by the Christian vision. Pupils, including those who are vulnerable or have special educational needs and/or disabilities (SEND), prosper and enjoy their learning.
- Inspired by the school's vision and values, collective worship is central to each school day. Pupils and adults welcome the time to come together for prayer, spiritual reflection and celebration.
- Wellbeing is a priority across school life. This creates a school community that cares for each other. As a result, pupils and adults thrive in their relationships and personal development.

#### Development Points

- Extend opportunities for spiritual development across subject areas and the wider curriculum. This is to enable pupils and adults to flourish spiritually.
- Strengthen the implementation of the revised religious education (RE) curriculum. This is so that pupils can confidently use their knowledge to articulate their understanding of worldviews and world religions.



## Inspection Findings

### Vision and Leadership

The school's Christian vision is clearly articulated and consistently lived out across the whole community. It reflects the school's distinctive small-school ethos in the heart of the historic market town. Pupils confidently describe the image of 'a tree firmly planted by streams of living water'. They talk about how they are the leaves being able to grow together yet still be individuals. Adults and pupils embrace the Christian values of hope, trust, perseverance, forgiveness and compassion. Through the vision, leaders shape a culture of love and belonging. This creates a welcoming and inclusive environment where relationships thrive. Pupils demonstrate kindness, happiness and respect recognising that these behaviours are grounded in Christian teaching. Strong partnerships with the local church and the diocese enhance the flourishing of pupils and adults. Regular worship in church, contributions from clergy, and engagement with the town's community deepen pupils' sense of belonging and identity. Leaders, including governors, effectively monitor and evaluate the impact of the vision, ensuring it continues to drive school development.

### Vision and Curriculum

Inspired by the school's Christian vision, the curriculum is carefully adapted to meet the needs of learners. It is well structured to support progression within mixed-age classes. Staff ensure pupils develop an understanding of the wider world, whilst still exploring their local heritage. A broad range of extra-curricular opportunities including sport, music and the arts, promote flourishing. Staff enable pupils to participate in local events and attend numerous sports competitions. These include performing as a brass band at Cheltenham town hall and successfully competing at local swimming galas. This gives pupils opportunities to develop confidence, teamwork and a sense of achievement. Effective provision for mental health and wellbeing assists their readiness to learn. Targeted support and interventions ensure that pupils, including those who are vulnerable, are able to successfully participate in learning and activities. Pupils strive to use a common language introduced across the school, when talking about spirituality. However, opportunities to use and explore this are not an integral part of the curriculum. This limits occasions for pupils to and develop their spiritual understanding.

### Worship and Spirituality

Collective worship is a special time to come together as a community. Leaders ensure that worship is central to school life. It encourages pupils to reflect on their place in the world through the school's Christian vision and values. The invitational nature of worship ensures inclusivity and respect for each other's views. Pupils and adults are invited to participate in singing, reflection and prayer. This enables individuals to engage at their own point in their spiritual journey. Leaders enrich worship through a wide range of visitors. This includes clergy and church volunteers who present Bible stories through 'Open the book' dramatisation. In this way pupil engagement is strengthened as they encounter a variety of perspectives rooted in Christian teaching. Leaders, with support from governors, maintain the quality of worship through effective monitoring and evaluation. This ensures that it continues to evolve and remain impactful for participants.



### Vision and School Culture

The school's Christian vision inspires a culture in which pupils and adults are treated well. Leaders prioritise love, respect and compassion, consistently modelling them in daily interactions. As a result, pupils and staff experience a community where respect and care are lived realities. Leaders ensure that policies and what happens in school, align with the vision. This is exemplified in the behaviour policy which is rooted in Christian teaching. Pupils describe how they use restorative justice to maintain friendships, taking responsibility for their actions. The school's values are regularly celebrated in the awarding of 'values leaves'. This ensures that pupils feel recognised for their positive actions and are inspired to use the values to guide their behaviours. Relationships across the school community are notably strong. Governors prioritise wellbeing and leaders carefully manage workload and professional development. This fosters a supportive environment in which staff feel valued. The school facilitates access to nearly new uniform, foodbanks and local partnerships, ensuring that support is available to families when required.

### Religious Education

Leaders ensure that RE has a high profile across the school. The RE curriculum has been successfully revised to be broad and have a clear sequence of progression. In this way skills and knowledge are built over time. Within lessons, there are opportunities for encouraging deep thinking and discussion to help pupils develop their own beliefs. They respect different perspectives and consequently are able to agree and disagree well with one another. Pupils RE books provide clear evidence of coverage and sustained engagement. They enjoy their learning which is exemplified when discussing and recording their own thoughts around baptism. Key questions enable pupils to grow in their appreciation of religious and non-religious worldviews, including Christianity. However, they do not easily recall information relating to world religions. Consequently, the depth of their knowledge and understanding within the RE curriculum is reduced.

### Vision, Justice and Responsibility

Leaders use the vision to shape and exemplify a culture of fairness and responsibility. Pupils and adults have mutual respect within a supportive community. Curriculum topics such as slavery, crime and punishment, as well as environmental issues, challenge pupils to think critically about injustice and prejudice. This helps them to understand what courage and conviction look like, so they can confidently be part of the change-making process. Pupils host shows on the local radio and write letters to propose improvements to the town council. In this way they see themselves as citizens whose voices can influence change. As a school, they support local, national and international causes through fundraising events including setting sponsored challenges and food collections at Harvest. Initiatives such as the 'star of the community' award encourage pupils to take responsibility for improving their local area. These experiences help them understand their responsibility to others and demonstrate generosity and compassion in practical ways. Older pupils take care of the younger ones when moving around school and in the playground. They show kindness for others, enjoying this responsibility. Leaders use the ethos and school councils to enable pupils to have a voice in the running of the school. They thrive with this responsibility and see it as living out the school vision and values.

## Information

Address	Mill End, Northleach, Gloucestershire, GL54 3HJ		
Date	30 April 2026	URN	115641
Type of school	Voluntary controlled	No. of pupils	111
Diocese	Gloucester		
Headteacher	Kirsty Williams		
Chair of Governors	Kathy Ellison		
Inspector	Rob Dean		