

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Oak Hill Church of England Primary School

Vision

In love, we learn, grow and flourish.

‘Let all that you do be done in love.’ 1 Corinthians 16:14

Oak Hill 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 vision is deeply understood and cherished, actively shaping relationships and culture. Leaders are committed to serving their community. In making sometimes difficult decisions for the school’s development, they stay faithful to ‘doing all in love’. As a result, pupils and adults are flourishing.
- The nurture of pupils and adults is promoted by the vision. A deep understanding of love permeates practice. Pastoral care, therefore, is exceptionally strong. Each person is known and loved for who they are.
- The school’s culture of active listening and mutual learning is powerfully enriched through its partnership with the Primary QuEST Trust. This collaboration strengthens the school’s ability to live out its vision, positively impacting upon both staff development and pupil flourishing.
- Religious education (RE) empowers pupils to explore religious and non-religious worldviews with confidence, curiosity and respect.
- Pupils understand the importance of responsibility. This enables them to demonstrate the vision in action for the benefit of others and the world around them.

Development Points

- Grow the use of ‘inwards, outwards, upwards,’ language of spirituality to enhance pupil’s experiences throughout the curriculum. This is to enable pupils to engage in deeper discussions when responding to spiritual moments.
- Strengthen the evaluation of collective worship to inform future planning. This is to support pupils in making explicit links to biblical teachings and how they impact upon their lives and the lives of others.



Inspection Findings

Vision and Leadership

Oak Hill is a nurturing and inclusive village school where pupils and adults are deeply loved. Daily greetings at the school gate powerfully affirm the school's commitment to ensuring that individuals feel a strong sense of belonging. Rooted in 1 Corinthians 16:13-14, the vision is cherished and sustains this community. Central to the work of leaders including governors, it drives decision making and provides a framework for monitoring and evaluation. As a result, the vision permeates policy and practice and is deeply embedded in the school's culture. Leaders model the vision through their actions and set clear expectations for how it should shape relationships, behaviour, and learning. Staff feel empowered to live out the vision in their work. They are relentless in their desire to champion pupils, loved for who they are. This impacts positively on pupils who are developing into confident and compassionate individuals. It also enables them to understand how the vision shapes expectations and influences how they learn. The partnership with Primary QuEST Trust strengthens leadership capacity while enabling the school's distinctive Christian character to flourish.

The Vision and Curriculum

The curriculum is intentionally shaped by the vision. Carefully chosen content fosters curiosity and a love of learning, with provision tailored to each cohort. Younger pupils benefit from extended play-based learning, which helps them grow in confidence, communicate well, and become more independent. In small mixed-age classes, teachers adapt fluidly and according to wide-ranging, well understood needs. Those with special educational needs and/or disabilities (SEND) are supported with compassion and insight. Leaders prioritise pupils' holistic development, widening horizons beyond the rural context. This is exemplified in participation in a 'Young Voices' choir and visits to a Christian outdoor activity centre. Being part of the trust further enriches opportunities for collaboration and shared expertise. It enables staff to continually refine their practice and significantly broaden pupils' learning opportunities. Spirituality is explored through looking 'inwards, outwards and upwards' with dedicated curriculum time for reflection. Walks in nature, for example, help pupils consider awe and wonder in creation. While these experiences nurture spiritual growth, pupils currently find it difficult to articulate their impact.

Worship and Spirituality

Collective worship offers a daily opportunity for pupils and adults to pause, connect and reflect on the school's vision and values. Delivered in a calm and respectful environment, it helps pupils explore meaning, identity and belief. They appreciate the familiar Anglican structure, with rituals such as lighting the candle creating a sense of reverence. Worship is invitational and inclusive, drawing on stories, prayers and songs that support spiritual growth. Pupils describe how hymns 'sit in your head and get out your feelings'. Lessons learnt in worship are carried into the school day and onward into homes. For example, one pupil illustrated that forgiveness is a 'clean start' by using water, pepper and a cotton bud. The local ministry team regularly leads worship, deepening pupils' understanding of Bible stories and strengthening links with the parish church. Monthly worship and the celebration of festivals in the church building help pupils feel part of something greater than themselves. Leaders, including pupil worship ambassadors, monitor worship. At present, evaluations focus primarily on what is learnt, rather than the extent to which worship inspires them to live differently. This limits a full understanding of the wider impact of collective worship on daily life.

Vision and School Culture

Love and acceptance of each pupil and adult as a unique individual is at the heart of the school's ethos. Staff provide highly effective pastoral support, ensuring pupils and adults experience care and respect. Warm relationships, flexibility and understanding in times of need as well as open communication, support staff and pupil wellbeing. Pupils and adults are challenged to 'do everything in love'. This motivates them to care for one another, including when mistakes are made. Humility is lived out through active listening and learning together,



enabling pupils and adults to thrive where they feel safe to grow. Parents are made to feel welcome and included from the very start with transitional home visits by leaders. Pupils live out the vision at break times, eagerly supporting each other in their play. They speak passionately about how the school's vision inspires them to show kindness and compassion, especially towards those who may require additional support. Strong partnerships with the local church further promote living well together. For example, hopes and dreams for the future were shared with clergy and displayed in the church. Consequently, pupils feel valued and empowered, knowing that their ideas are honoured within the church community and held in prayer.

Vision, Justice and Responsibility

The vision encourages pupils to recognise their intrinsic worth and to respect the perspectives of others. This invites discussion around what is equitable and just. They explore injustice by studying 'hidden voices' in history. For example, during British Science Week, pupils examined why female scientists are less widely recognised. This enabled pupils to think deeply and flourish in their own beliefs and convictions. Visits to parliament, a focus on British values and the democratic election of pupil leaders promote a strong sense of responsibility. Older pupils instinctively support younger peers, modelling positive relationships that extend into acts of service. Pupil voice is central at Oak Hill. Each class selects a cause to champion and invites representatives to school to understand how they can make a meaningful difference. This has inspired pupils to support their local wildlife trust and set up an eco-club to improve their local environment. These experiences strengthen community spirit, foster empathy and develop collaborative problem-solving skills, preparing them for life beyond school.

Religious Education

Pupils flourish in RE, which is given high priority and is a clear strength of the school. Leaders, supported by the diocese and trust, have implemented a well-sequenced new curriculum. Pupils speak enthusiastically about their love for the subject because lessons encourage them to be curious. A safe environment has been created where pupils share their opinions and ask relevant questions through different lenses. They articulate what they have learnt very clearly and with accuracy. Learning through art, drama and storytelling ensures the curriculum is accessible. This enables pupils to recall key Bible stories and explain the relevance of scripture today. The school ensures that a diverse range of religious and non-religious perspectives are studied, alongside Christianity. Visits to places of worship, including a local mosque and cathedral, deepen this learning and allow pupils to encounter lived experience first-hand. Consequently, pupils speak with respect about different beliefs and ways of life. RE is helping them to make sense of their place in a diverse world beyond the village in which they live.

Information

Address	School Road, Alderton, Tewkesbury, Gloucestershire GL20 8NP		
Date	17 March 2026	URN	150838
Type of school	Academy	No. of pupils	49
Diocese	Gloucester		
MAT	Primary QuEST		
MAT CEO	Stephen Dean		
Headteacher	Jade Attwood		
Co-Chairs of Governors	Rachel Finch and Katy Beattie (interim)		
Inspector	Nadia Underwood		