Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Highnam Church of England Primary Academy

Vision

Inspiring Everyone to Shine

'You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Highnam 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 understand the school community well and in response have established a fully embedded Christian vision and associated values. These values underpin every aspect of school life. Pupils and staff are valued, loved and given opportunities to let their light shine.
- The inclusive curriculum provides pupils with the chance to shine. It promotes curiosity, confidence and resilience. Leaders are committed to enabling pupils to flourish and provide tailored support so that the needs of learners are met.
- Uplifting daily collective worship is joyful and enables pupils and adults to flourish spiritually. Bible stories, prayer, singing and reflection nurture love and the sense of belonging. This encourages the school community to live out its vision.
- As a result of the vision to inspire everyone to shine, pupils and adults are deeply valued and well cared for. This creates a school community where high value is placed on relationships and the worth of individuals. The wide range of support provided for mental health and wellbeing enables both pupils and adults to flourish.
- Strong leadership of religious education (RE) ensures that the curriculum provides rich opportunities to explore a range of religious and non-religious worldviews, including the diversity of Christianity as a global faith.

Development Points

- Strengthen opportunities for spiritual growth in the curriculum. This is to enhance the spiritual flourishing of pupils.
- Deepen pupils' understanding of justice and responsibility. This is so they can recognise how their voices can be heard and how they can make a difference in the wider world.

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Inspection Findings

Vision and Leadership

The Christian vision at Highnam permeates school life, enabling individuals to thrive. Pupils and adults explain how it applies to them and how they use it to help them shine. Carefully chosen Christian values of friendship, generosity, thankfulness and respect support the vision and are woven throughout the daily life of the school community. Even the youngest pupils can explain the impact they have. Leaders' ambitions and high aspirations, as expressed through 'inspiring everyone to shine', are well known throughout the school community. A highly committed staff team, together with strong and carefully nurtured partnerships enriches the school's provision as a Church school. Staff value the support and training they receive from leaders, the trust and the diocese. Highly dedicated and knowledgeable governors develop a clear understanding of the school through regular monitoring and evaluation. Their frequent visits enable them to evaluate the impact of the Christian vision, offer appropriate challenge and contribute actively to school life. For example, governors' monitoring ensures policies and strategic decisions reflect the Christian vision, prioritising inclusion, dignity and flourishing.

Vision and Curriculum

Underpinned by the vision, the inclusive curriculum is enabling pupils to grow and flourish. Strategic decisions in curriculum development ensure it is bespoke. Leaders ensure it is adapted to the needs of the pupils. Staff tailor and scaffold teaching and support so that pupils who have special educational needs and/or disabilities (SEND) can thrive. Additional interventions and small group or individual sessions, help pupils to emotionally balance and engage with their learning. Targeted support and an open-door policy provide parents with reassurance and guidance. Monitoring and evaluation of pupils' engagement with the wide range of clubs on offer leads to improvements. For example, new clubs are added based on pupils' requests. These cater for different talents, thus reflecting the inclusive vision. Through training, staff are clear about the school's approach to spirituality. Pupils can explain the meaning of 'wows, ows and nows' when discussing spirituality. Leaders have begun to identify explicit opportunities for spiritual development. However, this is only in some areas of the curriculum. The impact of spiritual flourishing is consequently underdeveloped.

Worship and Spirituality

Collective worship is at the heart of school life. It reflects the school's Anglican foundation and the Christian vision. Pupils gather with respect, warmth, joy and a sense of belonging. Staff know their pupils well and provide sensitive support enabling those with SEND to have the opportunity to engage in worship. 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 plays a key role in deepening pupils' understanding of the school's vision and values. They consider what this means for them in daily life. This encourages pupils to continue to shine confidently and positively within the school community. Clergy play an active role in leading worship, including Easter services. The impressive way that leaders collaborate with local clergy results in a vibrant programme of worship. Their presence strengthens the link between school and church. Collective worship plays a vital role in supporting spiritual development for pupils and adults. Leadership opportunities allow pupils to 'shine' and the strong links with the parish church enhance worship. Leaders monitor and evaluate the impact of worship and have made appropriate improvements as a result. This includes broadening the range of songs. Pupils identify the positive impact worship has on them, such as helping them 'to get through difficult times'.

Vision and School Culture

Positive relationships and living well together are key characteristics of the school. Inspired by the vision, this is a school where pupils and adults are encouraged to shine for themselves and for others. The kind and unwavering love and care created by the strong school community means pupils and staff feel valued. This enables them to flourish. Leaders create a caring and inclusive culture where pupils feel safe, secure and ready to learn. Staff help pupils build respectful relationships through calm, thoughtful guidance that encourages kindness and friendship. As a result, pupils demonstrate positive social interactions and empathy towards others. Teaching and learning opportunities are structured with care for pupils with additional needs. Consequently, pupils feel fully included and develop a deep sense of belonging within the school community.

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Leaders place high priority on staff wellbeing and professional development. Subsequently, staff are well cared for. Effective leadership contributes to a positive whole-school ethos at Highnam. This is reflected in a committed team that helps to create a vibrant, happy and successful environment. Through this, the school's vision of 'inspiring everyone to shine' is lived out, enabling pupils and staff to shine for themselves and for others.
Vision, Justice and Responsibility The Christian vision and chosen value of service inspire a culture of justice and responsibility. Pupils are encouraged to be a light that shines for themselves, in their homes, in their communities and throughout the world. Key Stage 1 pupils know how to apply the vision and make wise choices. They recognise what is fair and unfair and how acting fairly supports their friendships and learning. As pupils move through the school, their understanding and application of the Christian vision and associated values deepen. Their positions of responsibility deepen their sense of service to others, especially through caring for younger friends. Representation on the academy council enables pupils to have a voice and develop into confident leaders. As a result, they understand that their actions can make a difference and are inspired to help those in need. Leaders provide opportunities for pupils to enhance the lives of others in the local community. This includes regular donations to the local foodbank and litter picking. However, the impact of this is at an early stage. Pupils are not confident in identifying injustice and initiating ways to challenge it or make a positive difference.
Religious Education RE holds a high status within the curriculum and is valued across the school. Effective action following the monitoring of the RE curriculum has led to a curriculum which is now more diverse in content. It is well planned and clearly sequenced. This means it enables pupils to build on previous learning. Leaders ensure that the curriculum provides rich opportunities to explore a well-chosen range of religious and non-religious worldviews. A strong and effective partnership with the diocese provides valuable support for RE. Specialist training strengthens teachers' subject knowledge and confidence. As a result, RE has secure foundations and the curriculum is developing effectively.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Wetherleigh Drive, Gloucester, Gloucestershire GL2 8LW		
Date	20 October 2026	URN	137102
Type of school	Academy	No. of pupils	213
Diocese	Gloucester		
MAT	Primary Quest Trust		
MAT Chair	Stephen Dean		
Headteacher	Liz Coldrick		
Chair of Governors	Paul Warren		
Inspector	Gemma Hathaway		

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