

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stottesdon Church of England Primary School

Vision

‘We really care and make learning fun’

Care and love guides all our actions as we help children embrace caring for ourselves, others, our world and those in need. We aspire to make learning fun so children can enjoy and relish learning and life in all its fullness. We live out our vision through the Christian values of courage, responsibility, justice, forgiveness, friendship, respect, compassion, generosity, thanks, hope, truth and trust, humility and service.

Stottesdon 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

- Rooted in its vision to ‘care and make learning fun’ pupils access a broad and inclusive curriculum. This broadens pupils’ horizons through enriching experiences that spark curiosity and develop confidence.
- Motivated by the schools’ Christian values, pupils take responsibility for each other. Supported by adults, they make ethical choices and actively contribute to their local community.
- Strong bonds of friendship, care and wellbeing promote flourishing. Leaders maintain a culture that is enhanced by collaborative partnerships and support where required.
- Christian values are explored creatively in collective worship and expressed well in discussions in class. Worship helps adults and pupils consider how they can look outwards to support others.
- The Christian vision inspires a well-planned religious education (RE) curriculum with engaging, enquiry-led activities underpinned by strong subject knowledge. As a result, pupils enjoy RE and demonstrate high levels of respect when sharing their learning.

Development Points

- Clarify and extend opportunities for spiritual development through the curriculum. This is to enhance an understanding of spirituality to help individuals make sense of the relevance of life, learning and relationships.
- Empower pupils to take more opportunities to actively respond to issues of injustice that they see in the wider world. This is so that they can recognise and fully appreciate the diversity of belief and practice that exists in the modern world.



Inspection Findings

Vision and Leadership

Stottesdon is grounded in inclusivity, with a deeply embedded Christian vision rooted in biblical principles. The vision is modelled and consistently upheld by strong, committed leadership. They consistently foster love, compassion, and joy in school life. This creates a loving culture where individuals gain a deep sense of belonging and feel valued, cared for and included. For staff, the vision underpins extensive career development opportunities and a rich range of wellbeing initiatives. Commitment to the vision unites partners in the school's strategic planning and nurtures respect, forgiveness, humility and justice in interactions. Work with the Four Stones Gateway Trust strengthens the school's capacity to live out its vision, impacting on its development. Within the trust's vision to 'achieve together' professional expertise and support enable staff to focus fully on the life, learning, and wellbeing of pupils. This results in pupils thriving emotionally, socially and academically. Leaders and governors actively evaluate the vision's impact on the school's life, work, and Christian character, celebrating achievements across all areas. In this way they ensure the ongoing development of Stottesdon as a Church school.

Vision and Curriculum

Inspired by the vision, leaders have created a rich and varied curriculum, including an extensive extracurricular offer. Pupils demonstrate enthusiasm for trips and community engagement. This includes regular visits to the 'Birmingham science think tank' and Lacon sports events that enhance experiences and promote flourishing. Learning, underpinned by compassionate care, enables pupils to develop academically, socially, and personally. To ensure that extracurricular activities meet pupils' interests, the school council have been involved in broadening the breadth of openings. This includes a cookery club and gymnastics. Targeted financial support ensures equity for individuals, including vulnerable and disadvantaged pupils. Skilled staff provide tailored support for pupils with special educational needs and/or disabilities (SEND), ensuring they can access and benefit from all opportunities. Leaders have a shared understanding of spirituality, which is beginning to influence practice across the community. However, explicit occasions for spiritual development are not identified within the curriculum.

Worship and Spirituality

Collective worship, underpinned by the school's Christian values, is the beating heart of the school. Pupils are inspired by murals in the school hall that encourage them to consider 'ways of being'. This helps the hall to provide a special place for peace, reflection and spiritual growth. One pupil reflected, 'I love this space; it helps me feel calm and think about what matters'. Values explored creatively in worship are expressed confidently in class discussions. This nurtures consideration of how values impact on their daily life, for example, how they might look outwards to support others. Sensitive planning, together with enthusiastic singing and interactive storytelling, allow adults and pupils to be involved. This generates a strong sense of belonging where the school community can extend their spiritual understanding together. Support and guidance from the diocese further deepen leaders' confidence in planning acts of worship. The spiritual journey of adults and pupils has been developed through prayer and reflection. This is exemplified in the diocese 'growing faith prayer project' and the subsequent prayer hut funded by parents. Partnerships with 'open the book' and the annual Ascension walk further enhance spiritual awareness.

Vision and School Culture

Inspired by the vision, leaders nurture an unwavering culture of care and growth, embodied in relationships with individuals. Leaders' commitment to collaborative partnerships and timely support is demonstrated through targeted provision for pupils and families. This includes the investment of a trust family support worker, enabling pupils to feel secure, understood and ready to learn. In this way an environment is created where pupils flourish as confident, unique individuals. Governors and leaders regularly evaluate the ways that the vision enhances the life of the school. Their wise strategic decisions consider the wellbeing of adults and pupils. The use of specialist resources or programmes help pupils to regulate and learn about their emotional wellbeing. In this way the school offers a safe space for pupils to express themselves and feel valued. This



prompts them to challenge themselves in their learning and feel proud in their achievements. Within social times, relationships and play are positive. Pupils care for each other, calling upon the embedded restorative language if required. This creates a harmonious school environment where conflicts are resolved calmly. Staff wellbeing is prioritised by leaders. They benefit from dedicated time for professional development alongside sensitive personalised support. As a result, staff flourish, show commitment to the school and dedication to the community.

Vision, Justice and Responsibility

Adults carefully utilise worship and the curriculum to teach about justice. Vision inspired learning activities and wisely selected resources support pupils' awareness of the presence of injustice. By learning about nature and sustainability pupils are inspired about the need for action. This has resulted in activities such as litter picking and fundraising for environmental charities. In addition, they delight in opportunities to serve others such as school councillors or in the school choir. Pupils take responsibility for one another and are increasingly active in their local area. This is clearly demonstrated by pupils volunteering at an afternoon tea event for local residents and leading church-based community events. These responsibilities build pupil resilience, confidence and an understanding that they can make a difference. As a result, pupils begin to see themselves as valued contributors beyond the school gates, cultivating a strong sense of purpose. Staff encourage charitable giving and actions amongst pupils, but this is not widely developed. Although pupils understand what justice looks like in school, they have limited opportunities to use their voices to champion and serve others in the wider locality.

Religious Education

The RE curriculum is well planned and effectively builds on prior knowledge. Pupils show a particularly striking understanding of sophisticated religious language. They talk confidently about Christianity and enjoy making connections between Bible stories. Leaders proactively collaborate with local subject leader networks and diocesan colleagues. As a result, pupils benefit from a continually improving RE curriculum that deepens religious literacy, supports thoughtful reflection, and meets their learning needs effectively. The curriculum encourages enquiry-based activities to extend pupils' awareness of Christian beliefs. For example, pupils explore the meaning and variety of Christian symbols through group discussions. They express their understanding creatively using art and visual representations of religious ideas that engage and enthuse. Adults provide valuable opportunities for pupils to encounter people who share their faith. Consequently, pupils experience enjoyable occasions for deeper enquiry and understanding of religions and non-religious worldviews. Such times are memorable for pupils who express their pleasure in visiting places of worship and learning about difference. Leaders guide teachers to link RE with other subjects such as music and art. This embeds knowledge and facilitates spiritual connections.

Information

Address	Stottesdon, Cleobury Mortimer, Kidderminster, Shropshire DY14 8UE		
Date	2 December 2025	URN	142312
Type of school	Academy	No. of pupils	120
Diocese	Hereford		
MAT	Four Stones Gateway Trust		
MAT Chair	Mark Pollard		
Headteacher	Katie Jones		
Chair of Governors	Robert Kennett		
Inspector	Gemma Hathaway		