

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Minchinhampton Church of England Primary Academy

Vision

Our aim for them: 'Life in all its fullness.' (John 10: 10)

We cherish all the people in our school. For us, this means people who are flourishing:

People who have the means to shape their own life well; (ourselves).

People who are compassionate, who appreciate the value and preciousness of each and every person and all life on earth; (other).

People who take a delight in learning and feel part of something bigger than themselves;' (beyond us).

Hence people who are helping to make the world a better place.

Strengths

- Highly effective leadership of the Christian vision is evidently impacting on pupils and adults. It is tangibly touching lives and there is a strong sense of shared purpose within the community.
- Respectful and loving relationships are central to school life. Pupils and adults treat each other well and live together both positively and equitably.
- Strong leadership has grown a resilient community culture. Exceptional care is shown for those who may be vulnerable through a shared ethos of helping others.
- Collective worship enhances school life for pupils and adults. Meaningful lessons and input both challenges thinking and inspires character development.
- The Christian vision influences and shapes the curriculum and enrichment opportunities. These build on pupil interests and harness deeper opportunities for spiritual development.

Development Points

- Develop a common, shared language for pupils to understand the intent of the Christian vision. This will ensure they can evaluate the impact of their outworking against their intent.
- Plan more regular opportunities for revisiting concepts from world religions. This will deepen recall and accuracy, further securing the consistency of high challenge for pupils.



Inspection Findings

Minchinhampton Church of England Primary serves its community with clarity of vision and unconditional Christian care. A full and flourishing life is the entitlement of all who belong to the school family. Leaders unapologetically drive intent through the vision, where exceptional character development of pupils makes valid contribution to the collective mission. This is evident in the behaviours and attitudes of pupils, who appreciate their place in the developing world around them. All are committed to the vision and speak with passion and ambition regarding their shared work. This begins with Diocese of Gloucester Academy Trust colleagues through to pupils, parents, the governing body and staff. Difference is celebrated and this builds a harmonious community. Alongside the benefits of this reciprocally fruitful body exists understanding of how challenges can be overcome through teamwork. This further deepens their commitment to each other.

The planned curriculum is fuelled with experiential activity, which pupils embrace. They speak animatedly about experience visits, music lessons, food technology, and hold deserved pride in their achievements in sport. The curriculum helps pupils understand their strengths, then how to build on these through enrichment or by giving to others. This is evidenced through peer tutoring, club invitation and lunchtime opportunities. Leaders have worked creatively to develop space for spiritual development within the curriculum subjects. Here, pupils are encouraged to hold wonder, notice small detail and appreciate each subject beyond its knowledge and skills. In science, learning about weather is enhanced by links to spiritual representation, pupils then reference to known biblical lessons. They understand that their lives can be enriched through experiencing and overcoming challenge. Environments for play, and provision for outdoor exploration, enhance the curriculum yet further. Thoughtfully planned areas support pupils' development in relationships, emotional regulation and physical challenge. They seek these opportunities with awareness of how and when they will benefit.

Collective worship impacts positively upon the spiritual lives of pupils and adults. Invitational worship and prayer is integral at Minchinhampton and pupils speak with enthusiasm regarding participation. Lessons from scripture underpin behaviour models, inspired by the school values. Pupils describe worship as 'a way to understand God' and explain how the school values link to the teachings of Jesus. This grows their capacity to model morally secure behaviour choices, which builds a harmonious school community. Pupils are clear that unkindness is rare and support and challenge is always led by the values expectations. Collective worship is enhanced through church partnerships and leaders, who enrich planning and delivery. Pupils appreciate visiting clergy leading worship, where input is lively and interactive. Regular visits to the local church frames celebration of the Christian calendar and curricular learning. These are special, and the learning that has resonated with them demonstrates power of sustained impact. Spiritual development and reverence for learning are promoted through the school 'spiritual pathways' that recognise the journey that starts with self. Through a shared language, pupils next reach out to others. Finally, they engage with the transcendence to beyond. This process enables pupils to explore their belief and deepen their understanding within the Christian faith.

Every person is championed, loved and cherished within this Church school. This is achieved through a focus on appreciating the unique individual and their talents which are readily celebrated. Relationships are prioritised and precious, their quality fuels all that is decided and done. Leaders support and persevere with every pupil through nurture, passionately upholding their spirit and noting their worth. Intervention for pupils is consistently built from strengths of the individual and powered by the belief they will succeed. Strong support and systems within the trust structure greatly enhances the Christian character of the school. The trust provides powerful expertise and quality professional development, which has upskilled knowledge and guided leaders. Families describe active advocacy that aids them and their children at difficult times, in return they engage in challenge from the school. This foundational relationship is afforded through trust and a consistent approach, which enables pupils



to secure success. This arm of love is extended through all staffing groups, who describe the school community as one 'where we all look out for each other'. Adults within the school describe how success during difficult times enhances the collegiate strength of all. Minchinhampton has moved to a new position of strength in supporting pupils who may be vulnerable by growing new knowledge and expertise. The leadership of this ethos is transformational, parents speak positively of the inclusive approach. Families are assured that they are listened to, their welfare promoted and they are valued as individuals. High levels of trust and belief mean all can grow and be challenged within their personal and professional pathways.

Equity is a leading aspect of life at Minchinhampton. Each and every individual is viewed as unique and different, creativity is celebrated and pupils readily relate to each other. They speak confidently and articulately about what helps them to thrive, ignited from the values. Acute sensitivity to the needs of others is encouraged. Support is offered generously, alongside clear reminders of their shared expectations of each other. Active advocacy for those with special educational needs and/or disabilities (SEND) is a lived reality, pupils intuitively respond and understand. Older pupils model high levels of emotional intelligence and respect. They benefit from the adult role models within their school, extended initially from the trust. Leaders are supported and challenged to serve their community and they pay this forward with passionate enthusiasm. This is evidenced further through the school food store, peer tutoring in class or the open bookshop where books can be accessed freely.

The planned religious education (RE) curriculum is a comprehensive, balanced offer for pupils. It is appropriately sequenced to develop knowledge of global Christianity alongside other faiths. Learning is broad, relevant and local to global in scope. Pupils model reflective interpretation of the Christian faith, understanding is accurate and coherent. However, pupils do not always recall taught content accurately which is a barrier to confidently appreciating difference. Their understanding of global religions is therefore less strong. Leadership is knowledgeable; much thought underpins this work and engagement with trust and clergy partners is effective. Deep development of knowledge stems within RE are evident, this work has benefited enormously from partnerships with experts. Church clergy have provided support to ensure engaging content secures knowledge for pupils more readily. Challenging concepts such as God as three in one, or Pentecost, are benefitting from this work. Further evidence for Key Stage 2 pupils within their reflection journals demonstrates ever-increasing understanding. Here, pupils are sensitive, inquisitive and reflective, modelling the vibrant culture that permeates the school.

Information

Address	School Road, Minchinhampton, Stroud, Gloucestershire, GL6 9BP		
Date	17 October 2024	URN	141547
Type of school	Academy (Inspected as Voluntary Controlled)	No. of pupils	281
Diocese	Gloucester		
MAT	The Diocese of Gloucester Academies Trust		
Headteacher	Nick Moss		
Chair of Governors	Kimberly Downton		
Inspector	Faye Kitchen		