

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Cuthbert's Church of England Primary School

Vision

Doing all the good we can, through faith, love and excellence

St Cuthbert's 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 Christian vision and values shape the life of the school. Consequently, St Cuthbert's is a nurturing and inclusive community where pupils and adults flourish.
- The school's vision is lived out through strong relationships and a deep commitment to valuing each person. This enables pupils, including those considered vulnerable and those who have special educational needs and/or disabilities (SEND), to feel a strong sense of belonging.
- Strong and mutually beneficial partnerships with local churches and the wider community support the school in living out its Christian vision. They enrich worship, strengthen pastoral care and help the school offer a warm welcome.
- Collective worship is a cherished part of school life. It enables pupils and adults to gather and develop spiritually with a strong sense of community.
- Religious education (RE) enables pupils to explore Christianity alongside a range of religious and non-religious worldviews. They approach different beliefs with respect and discuss questions of belief, identity and meaning thoughtfully.

Development Points

- Leaders' and governors' evaluation of the impact of the Christian vision does not consistently identify its specific impact on pupils and adults. This limits how effectively it informs the school's ongoing development as a Church school.
- Opportunities for pupils to revisit and connect learning in RE are not consistently embedded. As a result, pupils do not always build securely on what they have learned before.



Inspection Findings

Vision and Leadership

The school's theologically rooted Christian vision of "Doing all the good we can, through faith, love and excellence" underpins school life. Grounded in Jesus' promise of 'life in all its fullness' (John 10:10), it commits the school to enabling pupils and adults to flourish. Christian values, including compassion, courage and respect, guide decisions and daily practice. Leaders use the vision to shape priorities, relationships and provision in response to changing community needs. Consequently, inclusion, wellbeing and aspiration remain central to leaders' work. Pupils and adults experience a culture where kindness, dignity and inclusion are highly valued. Partnerships with the local church, Methodist community and the wider village strengthen the school's Christian foundation. Clergy, foundation governors and church representatives are a visible and valued presence within school life. Their involvement in worship, lessons and community activities provides spiritual guidance, pastoral support and opportunities for reflection. As a result, pupils understand faith in action, experience a strong sense of belonging and benefit from rich connections between the school, church and wider community. Leaders and governors monitor aspects of Church school life through reports, curriculum reviews and regular discussion. However, evaluation of the specific impact of the Christian vision is less well developed. As a result, leaders and governors cannot always demonstrate precisely how their actions contribute to Christian distinctiveness. Consequently, evidence of sustained impact over time is less clear.

Vision and Curriculum

The school's vision shapes an ambitious and inclusive curriculum that enables pupils to succeed. Leaders use the vision when making curriculum decisions, ensuring that learning promotes both academic achievement and personal development. Beyond the classroom, clubs and enrichment activities help pupils discover new interests and develop their gifts and talents. Through these opportunities they experience life in all its fullness. Leaders recognise the unique needs of pupils and provide carefully considered support to ensure that barriers to learning are reduced. Staff consistently demonstrate a firm belief in pupils' capacity to flourish. Adults know pupils well and work collaboratively to provide tailored support. Responding to the vision's commitment to love and excellence, leaders provide soft starts and personalised pastoral provision. Pupils explain that this helps them to feel settled and ready to learn. This approach reduces barriers to participation and enables vulnerable pupils to engage more confidently in school life. A shared and consistent approach to spirituality across the curriculum is not yet fully established. Nevertheless, pupils reflect on big questions, consider injustice and explore their own thoughts and feelings. The curriculum develops their understanding of the wider world and different perspectives. Reflection on meaning, responsibility and relationships helps them to connect their learning with their lives.

Worship and Spirituality

Collective worship is a cherished and well-established part of daily life at St Cuthbert's. It brings the whole school together and reinforces the vision and values. Structured themes, grounded in biblical teaching, help pupils to explore faith, morality and their responsibilities towards others. Church leaders enrich worship by engaging pupils with Bible stories and contemporary issues. They also provide opportunities for reflection. Song and music bring joy and energy to worship, creating a shared sense of celebration and community. Parents are regularly welcomed to worship alongside pupils. This strengthens the partnership between home and school and enriches the worshipping community. Worship provides a calm and purposeful space within the school day. In a busy school environment, it offers pupils and adults a valuable opportunity to pause and consider important questions. These opportunities contribute to adults' personal reflection and spiritual growth. Pupils



also think deeply about the themes explored and relate them to their own experiences. For example, they nominate classmates and staff who demonstrate the school's Christian values in daily life. These achievements are celebrated in worship, helping pupils understand how the values shape relationships, choices and behaviour across the school community.

Vision, Justice and Responsibility

The vision encourages pupils to demonstrate kindness, respect and responsibility towards others. These values are evident in daily interactions and are reinforced through worship, curriculum experiences and leadership opportunities. Pupils understand that fairness sometimes means providing different support for different people. They show empathy towards others and recognise the importance of helping those who face challenges. Pupils discuss injustice with sensitivity and recognise situations in which people may be treated unfairly. As a result, they understand their responsibility to challenge unfairness and support others. Roles such as Eco Ambassadors, School Council enable pupils to contribute positively to school life and the wider community. Through these roles, pupils recognise that their actions can make a positive difference to others.

Religious Education

RE enables pupils to develop knowledge of Christianity alongside a broad range of other religious and non-religious worldviews. Pupils demonstrate respect when discussing beliefs that may differ from their own. They understand the importance of learning about religion to appreciate diversity and understand others more deeply. The subject is thoughtfully led and monitored. Leaders use book scrutiny, pupil voice and assessment information to evaluate provision and continue to refine curriculum planning. Subject leadership and professional development support staff to teach RE confidently. As a result, pupils engage positively with learning and can explore questions of belief, identity and meaning with increasing depth. Pupils approach learning with curiosity and willingly consider contrasting perspectives. This deepens their understanding of diversity and respect for different beliefs and worldviews. While RE follows a planned curriculum, opportunities to revisit and build on prior learning are not consistently embedded. Consequently, pupils do not always retain knowledge securely or make connections with their previous learning.

Vision and School Culture

The school's vision creates an inclusive culture where individuals are valued and treated with dignity. Relationships characterised by care, trust and mutual respect are central to school life. Pupils know that adults will listen and help when difficulties arise. During busy break and lunchtimes, pupils access a calm and supportive space that promotes wellbeing and belonging. This enables them to feel secure and included within the school community. Guided by the vision, leaders work closely with families and external agencies to remove barriers to pupils' flourishing. Consequently, vulnerable pupils develop confidence, resilience and a strong sense of belonging. This culture demonstrates the Christian vision in action. The school's commitment to flourishing extends to both pupils and adults. Leaders actively seek to reduce workload pressures and create opportunities for professional growth. This contributes to a positive and stable staff team that is committed to the school's vision and values. Therefore, staff are well placed to live out the school's Christian vision through their work and relationships.

Information

Address	The Chase, Great Glen, Leicester, LE8 9EQ		
Date	18 September 2026	URN	120131
Type of school	Voluntary controlled	No. of pupils	298
Diocese	Leicester		
Headteacher	Jenny Hawkins		
Chair of Governors	John Dormer		
Inspector	Jo Westaby		