

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Coughton Church of England Primary School

Vision

We strive to provide an atmosphere in which we can all thrive together. A strong Christian foundation sits at the heart of the school. Through a broad range of memorable learning experiences children have the opportunity to engage thematically with our diverse, creative and inclusive curriculum. Our Coughton family endeavour to inspire and encourage a love of learning and foster highly positive relationships. We all value and encourage each other to be our best selves – always.

“I can do all things through Christ who strengthens me.” Philippians 4:13.

Coughton 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 embedded Christian vision underpins and drives the strategic direction and actions of this welcoming Church school. It is lived out daily and enables the school community to flourish and ‘be their best selves’.
- School and church leaders ensure that collective worship is welcoming and central to the life of the school. Valued opportunities to join as a community in story, reflection and prayer foster pupils and adults’ spiritual growth.
- Strong relationships with the school community, the local church, the Arden Forest Multi-Academy Trust and the diocese enhance the effectiveness of Coughton as a Church school. The partnerships create a supportive, caring network that deepens the vision’s impact and fosters a sense of belonging.
- Leaders prioritise mental health and wellbeing and, because of this, pupils and adults thrive. The supportive, caring culture enables the school community to build positive relationships that show a deep level of respect and kindness.
- Leaders ensure that religious education (RE) has a high profile. They accurately identify priorities for development to meet the needs of the changing school context.

Development Points

- Provide more opportunities within the curriculum for pupils to use a common language to explore and express their spiritual responses. This is to deepen pupils’ understanding of spirituality.
- Further refine and embed the RE curriculum. This is to ensure that it strengthens pupils’ understanding of the diverse ways that people think and practise their beliefs.



Inspection Findings

Vision and Leadership

Leaders, the trust and governors have carefully developed the Christian vision of this inclusive and welcoming Church school. Encouraging others to be their best selves is deeply embedded. It underpins daily life, valuing the individual whilst developing responsibility, confidence and self-worth. Staff meet the needs of pupils through providing meaningful opportunities, allowing them to thrive within a warm, nurturing environment. The calm and caring welcome pupils receive clearly reflects this, ensuring a positive start to the school day. Parents and carers value how their children are welcomed and noticed. Through regular visits and effective monitoring, governors have a keen understanding of the school's work. They play a key role in supporting and challenging leaders. As a result, the vision continues to guide priorities. For example, leaders engage a voluntary church support worker whose creative activities enhance pupils' participation in school life. A fruitful partnership with the diocese and the trust actively guides and supports leaders. This collaborative relationship enables the school to continue to develop as a Church school.

Vision and Curriculum

The inclusive curriculum is designed to meet the evolving needs of the school community, supporting pupils' academic, social and cultural growth. Pupils reflect on a variety of cultures and experiences and appreciate the rich and varied curriculum. They enjoy coming to school and find success in the practical and creative learning that the curriculum offers. Leaders are committed to individualising support for pupils. Teachers design tailored opportunities for pupils who have special educational needs and/or disabilities (SEND). As a result, they engage positively with learning and staff acknowledge their successes. The school's curriculum and extracurricular opportunities encourage pupils to develop and flourish spiritually, growing their talents and interests. Leaders provide a range of resources that enhance the curriculum. School visits, visitors and outdoor learning offer opportunities to connect with nature and the world. Leaders are embedding the school's shared language for spirituality. Pupils are beginning to use this to express their responses more deeply, though this is not fully developed across the curriculum.

Worship and Spirituality

Collective worship is an important and valued part of the school day. It fosters a sense of community and shared spirituality. Leaders' careful planning ensures that the school's vision and values shape opportunities to come together. Daily worship offers a calm space for pupils and adults to reflect, respond and grow spiritually. Pupils' understanding of the vision is strengthened and creatively explored through relevant stories and prayer. Opportunities for pupils to live out Christian values, such as reconciliation, are offered in the reflections. As a result, pupils think about their actions and repair friendships. This promotes personal growth and a sense of community rooted in faith. Pupil leaders take pride in the vital role that they play in greeting and welcoming others. They involve fellow pupils meaningfully, making worship relevant to their lives. Pupils know and confidently share the Lord's Prayer. This helps them to reflect on Jesus' teaching, stop and be thankful for their day. The school maintains a close relationship with St Peter's church. Clergy and the family worker regularly lead worship and offer services at the church. This provides a breadth of Christian experience for pupils, parents and carers.

Vision and School Culture

Guided by the school's vision, leaders have created a culture of kindness and respect. Individuals are treated well, looked after with care and allowed to be the best version of themselves. Positive relationships built through trust and respect are a strength and are evident throughout the school community. For instance, pupils open doors for others, greet adults and value their support. Leaders and staff provide a range of pastoral and individualised guidance for pupils who are considered vulnerable. As a result, pupils, parents and carers feel



included and listened to. Pupils demonstrate positive behaviours and relationships in both learning and play. They work together in building relationships through cooperation and collaboration. Wellbeing and good mental health are prioritised and central to the school's vision and daily practice. Leaders and the trust prioritise staff personal growth, encouraging colleagues to pursue a wide range of professional development opportunities. Thus, the staff feel fulfilled in their work and are a positive and confident team.

Religious Education

The RE curriculum is well balanced, providing pupils with the opportunity to engage with a variety of worldviews and religions, including Christianity. Through effective monitoring, leaders accurately identify and plan priorities to improve the subject. The diocese offers valuable support to leaders in developing their professional knowledge of the curriculum. The curriculum teaches core Christian concepts, provoking pupils' curiosity and deepening their knowledge. For example, pupils in the Early Years demonstrate their understanding by talking confidently of the Creation story. Older pupils' visit to Coventry Cathedral gives them a wider understanding of the Christian values of resilience and reconciliation. Pupils enjoy RE, highlighting the importance of studying different religions in developing understanding and respect. They identify its relevance to their lives, share experiences and confidently discuss key practices across world faiths and non-religious worldviews. The curriculum is gradually broadening pupils' understanding that people think about and practise their faith in different ways. However, the revised curriculum is in the early stages of implementation. As such, its impact on pupils' understanding of the diversity of beliefs that exist in the modern world is not secure.

Vision, Justice and Responsibility

The school's vision actively promotes a culture of justice and responsibility. Pupils are encouraged to share their views and ideas whilst developing life skills such as critical thinking, problem solving and collaboration. They are keen to enhance the school and make a positive difference. For example, in taking responsibility for organising lunchtime clubs, they show kindness and care for each other. They take pride in the wide range of leadership opportunities available, serving as school parliament members, eco and worship warriors and spiritual leaders. They are enthusiastic to make positive changes and support those in need. They appreciate the injustice caused by war and the need for fairness and respect for one another. For example, pupils have put up posters to encourage others to give a gift to someone in the community who might otherwise go without. Pupils raise funds to support a range of charities and consider how ethical, eco-friendly choices can protect their environment. In this way, pupils understand how they can act responsibly to have a positive influence within the wider world.

Information

Address	Coughton Lane, Coughton, Warwickshire, B49 5HN		
Date	13 October 2025	URN	145711
Type of school	Academy	No. of pupils	184
Diocese	Coventry		
MAT	Arden Forest Church of England Multi-Academy Trust		
MAT Chair	Nick Moon		
Headteacher	Alex Kolb		
Chair of Governors	Helen Reading		
Inspector	Rhian Hollyhead		