Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Colton St Mary's Church of England Primary School

Vision

The scriptures of Isaiah provide the basis for our Christian vision and why we believe our children can flourish under God.

'But those who wait upon the Lord will renew their strength; they will mount up with wings like eagles; they will run and not grow weary; they will walk and not faint.' Isaiah 40:31

Through our core values of love, friendship and respect, coupled with an environment where each child is cherished and valued as an individual, we enable our children to flourish, to fly like eagles and believe and achieve.

Colton St Mary'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 permeates school life, guiding leaders' actions and decisions to enable pupils and adults to flourish in meaningful and purposeful ways.
- Collective worship is welcoming, inclusive and inspirational. Through prayer, drama, singing, signing and reflection, pupils and adults deepen their understanding of spirituality. They draw on Christian values to guide their choices and relationships.
- A supportive Christian ethos, based on love, imbues school life. Staff make thoughtful decisions to meet pupils' needs, including those who have special educational needs and disability (SEND). This enables pupils and adults to believe and achieve their potential.
- The religious education (RE) curriculum engages and enthuses pupils. It is well-sequenced and carefully planned, enabling pupils to explore deeper meaning and engage thoughtfully with big questions.
- Creative RE teaching enables pupils to make strong progress, with their learning accurately assessed and monitored. This deepens their understanding of the diverse world they live in.

Development Points

- Develop opportunities for pupils to initiate responses to injustice, looking beyond themselves and taking meaningful action to positively impact others.

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Inspection Findings

Vision and Leadership

The vision of 'soaring like an eagle' inspires pupils and adults to recognise their potential and strive to achieve. It is widely understood and informs decisions, relationships and daily practice. The Christian values of love, friendship and respect foster belonging, shared responsibility and pride in the school. Leaders listen to staff, offer guidance and invest in their wellbeing and professional development. This supportive approach encourages staff to collaborate and be confident to take professional risks. Consequently, staff provide consistent support for pupils and report positive morale. Leaders, supported by governors, adapt provision and staffing to meet pupils' learning needs. For example, developing an outdoor area for Key Stage 1 extends opportunities for practical, experiential learning beyond the early years. These decisions help pupils engage more confidently with learning and show how the vision informs provision. Colton St Mary's belongs to The Staffordshire Schools Multi Academy Trust. Its aspiration to 'fly the banner of love, wisdom and excellence' aligns closely with the school's Christian vision. This shared commitment reinforces the vision's influence on decision-making and supports a consistent approach to enabling pupils and adults to flourish. Governors and trustees follow a mapped monitoring programme that includes pupil and adult voice. Their scrutiny evaluates how the vision influences provision, inclusion and pupils' opportunities to succeed. This informs ongoing development of Colton St Mary's as a Church school.

Vision and Curriculum

Guided by the vision and values, staff work collaboratively to understand pupils' needs and plan responsive provision. Their belief that pupils should be enabled to 'fly' motivates them to remove barriers to learning. Teaching is adapted for pupils with SEND and those experiencing vulnerability. Adults know pupils well and use this understanding to promote participation, confidence and achievement. Visits, visitors and outdoor learning connect the curriculum to pupils' experiences and the wider world. For example, pupils were able to apply their learning by building and racing a green-powered vehicle. Practical experiences enthuse pupils, deepen their engagement and help them recognise the relevance of their learning beyond the classroom. Pupils deepen an appreciation of the natural world through time spent in the 'forest school'. A shared approach to spiritual development encourages pupils to reflect on their beliefs, relationships and values. Leaders evaluate provision through pupil voice and regular learning walks. This helps them consider how effectively curriculum experiences meet pupils' needs and support academic, personal and spiritual development. Trust leaders support curriculum development through regular monitoring and professional collaboration, helping staff refine learning experiences to meet pupils' needs.

Worship and Spirituality

Collective worship brings pupils and adults together through varied experiences rooted in Anglican traditions and the school's Christian foundation. Guided by the vision and values, worship provides opportunities for prayer, reflection and shared celebration. Makaton signing supports participation, with pupils signing songs, the Lord's Prayer and responses to questions. This enables pupils, including those with SEND, to contribute meaningfully alongside their peers. Pupils and adults describe how the joy of worship strengthens belonging and shared identity. Quiet reflection and prayer nurture spirituality, enabling individuals to explore their thoughts and feelings and consider how worship influences daily life. A pupildesigned reflection garden offers more opportunities for stillness and contemplation. Christian festivals are celebrated in the local church, with each class contributing to the services. This shared responsibility increases participation and reinforces pupils' sense of belonging. For a small school, regular trust worship broadens pupils' experience and creates a sense of unity across the trust. Each school leads worship in turn, enabling pupils to share their understanding of God with a wider audience. These opportunities develop pupils' confidence in leading worship and sharing their faith. Pupils and adults value these experiences, which strengthen relationships within a wider worshipping community.

Vision and School Culture

The Christian vision inspires leaders to reflect Christ's love through dignity, compassion and respect. These principles shape daily relationships, with pupils showing kindness, helping peers and often resolving difficulties independently. When pupils or adults face challenges, leaders respond compassionately with

personalised support for wellbeing, mental health and additional needs. Pupils who previously struggled become more confident, engage more positively and experience greater success in learning. Caring for chickens, rabbits and guinea pigs develops pupils' capacity to nurture and deepening their connection with living things. For some pupils, these interactions ease the transition from home to school, helping them feel settled. This supports pupils' readiness to learn and contributes to strong attendance. The vision also shapes how staff care for one another. Colleagues share challenges openly and offer mutual support, strengthening their capacity to respond to pupils' needs. Trusting relationships help pupils and adults feel valued and confident in seeking support. This compassionate approach promotes wellbeing and supports pupils and adults to flourish.

Vision, Justice and Responsibility

Leaders foster a caring community rooted in mutual trust, respect and fairness. Leadership roles, residential visits and performances extend pupils' experiences beyond the classroom. These opportunities develop confidence, responsibility and belonging. Pupils recognise injustice when it affects them or their peers and are beginning to initiate change. For example, pupils wrote to the headteacher to request a chess club, demonstrating confidence to raise pupil needs and propose solutions. Curriculum themes of cultural diversity and global awareness broaden pupils' understanding of social responsibility. Pupils understand why the local foodbank is needed and how it supports people experiencing hardship. They also raise funds for local and global charities and join community litter-picking initiatives. These experiences develop awareness of others' needs and ways to contribute positively to the wider world. However, opportunities to identify injustice and shape responses remain limited. Charitable activities are largely teacher-led, restricting pupils' involvement in deciding which issues to address and how to respond. Consequently, pupils have fewer opportunities to practise making decisions, influencing wider change and challenging injustice independently. As a result, they have limited opportunities to identify issues, plan response and lead action to build on their existing concern for others.

Religious Education

The RE curriculum is thoughtfully sequenced, enabling pupils to build increasingly detailed knowledge as they progress. Supported by Lichfield Diocese and the trust, leaders ensure pupils encounter a wide range of religions and worldviews. Christianity receives an appropriate proportion of teaching time with in RE, with a focus on core Christian beliefs. Creative experiences bring learning to life, exemplified in an immersive outdoor exploration of creation for Reception pupils. Across the curriculum, pupils explore big questions about beliefs and their significance. For example, they deepen their understanding of Christian beliefs by relating the promises made in marriage to their own experiences and values. Pupils also make thoughtful connections between beliefs about God and features of church buildings, explaining how these reflect what matters to Christians. This demonstrates a movement beyond recalling facts to interpreting religious symbolism and explaining links between belief and practice. Pupils value RE lessons that challenge their thinking.

Pupils make progress in RE because leaders equip staff with the knowledge and confidence to teach accurately and engagingly. Regular training strengthens teachers' subject knowledge, helping them address misconceptions and deepen pupils' understanding. Teachers invite pupils to demonstrate learning through individual responses, including poetry, song, drama and art. These varied approaches give pupils different ways to communicate their understanding and build on individual strengths. Teachers use pupils' responses to identify gaps in knowledge and adapt subsequent teaching. As a result, pupils' books show increasingly deep understanding and more developed thinking over time. They also demonstrate how pupils apply learning to new situations beyond familiar examples. Good teaching enables pupils to explain core religious beliefs accurately and thoughtfully, making meaningful connections.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Bellamour Way, Colton, Rugeley, Staffordshire, WS15 3LN		
Date	14102026	URN	142097
Type of school	Academy	No. of pupils	96
Diocese	Lichfield		
MAT	The Staffordshire Schools Multi Academy Trust		
MAT Chairs	Peter Halifax and Mel Havelock-Crozier		
Headteacher	Jon Wynn		
Chair of Governors	Ben Sykes		
Inspector	Anne Collins		

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