

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Northleigh Church of England Primary School

Vision

At Northleigh CE Primary School we have high expectations and aspirations for our pupils to flourish. Through our curriculum we will enable our pupils to become intrinsically Brave, Strong and Fearless for life.

‘Be strong, be brave, be fearless’

Joshua 1:9

Northleigh 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

- Northleigh's Christian vision underpins all aspects of school life and shapes the culture of the school community. Leaders and staff consistently model the school's core values through their words, actions and relationships. This inspires pupils to be ‘brave, strong and fearless’ in life.
- There is an inclusive approach to teaching and learning. Combined with high expectations and effective support, this ensures that learning is adapted to meet pupils’ needs. As a result, they succeed and achieve well.
- Support for pupils’ wellbeing is deeply rooted in its Christian vision. Staff and leaders prioritise the care of individuals, creating a nurturing environment where pupils feel valued, safe and listened to.
- A wide range of leadership opportunities enable pupils to develop the skills, confidence and character needed to succeed. Consequently, they actively live out the school's values, showing courage and a deep commitment to supporting others.
- The religious education (RE) curriculum is thoughtfully sequenced so that pupils acquire and apply knowledge in a coherent way. This enables them to make connections across topics and develop increasingly mature religious literacy.

Development Points

- Develop a clear and carefully sequenced approach to collective worship so that it consistently follows the Anglican foundation of the school. This is to help pupils connect what they learn about the teachings of Jesus with how they live their own lives.
- Plan and embed intentional opportunities for pupils to develop spiritually across the curriculum. This is to enable them to explore the spiritual dimensions of life more deeply and enrich their personal growth and development.
- Strengthen pupils’ appreciation and understanding of justice. This is to enable them to recognise inequality, challenge injustice and use their voices to make a positive difference in the lives of others.



Inspection Findings

Vision and Leadership

Inspired by Joshua 1:9, the vision to 'be strong, be brave, be fearless' is a powerful and tangible force within the life of the school. Leaders and staff embrace this vision wholeheartedly, placing their trust in God as the source of courage, strength and hope. As a result, it informs policies and inspires daily actions across the school. Leaders demonstrate courage when responding to challenges and are relentless in their pursuit of the very best outcomes for pupils. A strong partnership with the Mercian Educational Trust strengthens school improvement and enhances the quality of provision. The relationship is reciprocal, with the school serving as a 'bridge' across the trust. It both benefits from and contributes to collective improvement through the sharing of effective practice, expertise and innovation. Staff are trusted to exercise professional judgement and make courageous decisions to meet the needs of their pupils. For example, they adapt provision and implement targeted interventions to support individuals and groups to succeed. Governors engage purposefully with the vision and values through regular monitoring and evaluation. They assess its impact on outcomes, behaviour and wellbeing, ensuring it remains central to strategic decision making. As a result, the vision is a lived reality that inspires courage, shapes culture and in doing so enables pupils and adults to grow together.

Vision and Curriculum

Opportunities to be 'brave, strong and fearless' permeate the curriculum. A rich programme of learning challenges and inspires pupils. High expectations and effective support ensure that barriers to learning are removed so that they can succeed. A wide range of trips enrich learning and broaden horizons. Residential visits provide further opportunities to be strong and fearless. As a result, pupils develop confidence and self-belief. Opportunities to nurture spiritual capacities are embraced, with a strong focus on fostering curiosity and reflection. Resources such as 'curiosity cubes' stimulate discussion and encourage pupils to ask questions. However, spiritual development is not deliberately planned for across the curriculum. Consequently, opportunities for pupils to engage with the spiritual dimension of life are sometimes missed. Leaders have created a culture where 'marvellous mistakes' are embraced by both pupils and adults. This fosters resilience, confidence and a willingness to take risks in learning. Leaders are equally courageous in making curriculum decisions that reflect the needs of their community. For example, British sign language is taught because of its relevance to the locality. In this way, leaders place pupils' success and wellbeing at the heart of curriculum development.

Worship and Spirituality

Collective worship is valued for the sense of belonging it creates across the community. There is a noticeable buzz in worship as pupils share ideas and responses with talk partners. This encourages them to listen carefully, express their views and learn from one another. A focus on biblical teaching and diverse stories help pupils to explore the vision and values in a range of contexts. Pupils reflect on their relevance to daily life and consider how values influence actions and shape relationships. However, their understanding of Anglican belief and practice is less well developed. As a result, pupils find it hard to connect what they learn from the Bible with how they can lead their own lives. Pupil worship ambassadors work alongside clergy to plan and lead worship that is meaningful to the community. This inspires pupils and raises their aspirations. Opportunities for stillness and reflection support spiritual development and personal growth. Times of prayer are valued and pupils offer spontaneous prayers with confidence. Adults value worship as a time for reflection and renewal. As a result, collective worship makes a strong contribution to the spiritual growth of the school community.

Vision and School Culture

The strong Christian ethos fosters an inclusive culture where both pupils and adults are valued. Values shape relationships and guide behaviour. Leaders model kindness and dignity in their interactions with others. This is



reflected in the respect and compassion consistently shown by pupils and adults. Pupils embrace opportunities to care for others, with wellbeing ambassadors offering support to younger pupils during breaktimes. The introduction of a 'speak your mind' table in the wellbeing room encourages open communication and emotional expression. The use of '7 minute checks-ins' ensures that pupils who need support receive regular intervention. This helps to promote and maintain good mental health. Consequently, pupils feel listened to, supported and confident in seeking help when needed. Staff are respected and valued by leaders. A dedicated wellbeing day and a flexible approach to planning and preparation time contribute to a healthy work-life balance. These measures create a positive climate in which adults flourish. Parents value the open-door policy and know that support is available during times of difficulty. Close links with the church further strengthen support for families. Coffee mornings and family dinner clubs are valued for the practical help they offer to parents and the sense of community they create. As a result, pupils and adults thrive within this caring, inclusive and supportive community.

Vision, Justice and Responsibility

Being 'brave, strong and fearless' is at the heart of the school's approach to responsibility. Through the curriculum and collective worship, pupils learn about empathy, respect and the importance of valuing different perspectives. This supports their personal development and prepares them to be responsible citizens. Opportunities to serve the wider community are plentiful. Community partnerships, including links with the church and initiatives such as the Dementia Café, strengthen pupils' sense of social responsibility. An inspiring range of leadership opportunities enhances this further. Staff provide effective guidance and support, enabling pupils to fulfil their roles with confidence and commitment. They value the trust placed in them by staff and carry out responsibilities diligently. In doing so, pupils make a positive contribution to school life. Through these positions, they have a voice and develop the skills to make a difference. However, pupils' understanding of justice is less well-developed. As a result, they do not consistently apply the skills gained through leadership roles when discussing issues of fairness and equity.

Religious Education

RE is highly valued and plays a significant role in preparing pupils for life in a diverse world. A well-sequenced curriculum develops their understanding of Christianity alongside a range of religious and non-religious worldviews. Pupils engage confidently with big questions and discuss beliefs and values with maturity and respect. Through carefully planned 'thinking beyond' prompts, theological and philosophical concepts are explored in depth. For example, considering the absence of one of Islam's Five Pillars helps pupils understand its significance to believers. As a result, they develop a deep appreciation of how faith shapes the identity, choices and daily lives of believers. Strong partnerships with the diocese and trust enhance the quality of the RE curriculum and training on offer. This is highly valued by staff and strengthens their subject knowledge, ensuring RE remains relevant and engaging. As a result, pupils develop strong religious literacy and the knowledge, understanding and respect needed to succeed in a diverse society.

Information

Address	St Peters Road, Malvern, Worcestershire WR14 1QS, United Kingdom.		
Date	10 June 2026	URN	147284
Type of school	Academy	No. of pupils	214
Diocese	Worcester		
MAT	Mercian Educational Trust		
MAT Chair	Sharon Tilki		
Head of School	Michelle Everett		
Executive Headteacher	Stuart Bill		
Chair of Governors	Chris Moseley		
Inspector	Marcia Harris		