

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Coleby Church of England VC Primary School

Vision

‘With God all things are possible.’

Mathew 19:26

Coleby Church of England VC 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.

Strengths

- The renewed vision drives the work of the school. It is lived out through the words and actions of committed leaders. As a result, staff and pupils’ flourish.
- This is a highly inclusive and caring school. The supporting values of hope, unity and love fuel a culture of kindness and strong relationships. Pupils and adults are deeply valued.
- This is an outward-looking school where strong partnerships and support from the Infinity Trust enrich provision for pupils. Staff receive effective support, enhancing the curriculum and the work of the school. As a result, the whole community learns, grows in confidence and flourishes together.
- Shaped by the vision, collective worship is thoughtfully planned. Deeply rooted in the values of the school, opportunities for spiritual development and reflection enable the flourishing of pupils and adults.

Development Points

- Embed the school’s approach to spirituality within the curriculum and wider life of the school. This is to deepen pupils’ understanding and further develop opportunities for spiritual growth.
- Develop the religious education (RE) curriculum. This so that pupils have the skills and knowledge to reflect on the way people live out their beliefs.
- Deepen pupils’ understanding of justice and how to challenge injustice. This is to both support and inspire them to use their values to positively impact on the lives of others.



Inspection Findings

Coleby Church of England Primary School is a highly inclusive and welcoming small school. Working with conviction, leaders and governors have renewed the school's vision. They root their actions and decisions in the vision, especially in challenging circumstances. Effective partnerships with the diocese and Infinity Trust provide strong support and opportunities for growth. As a result, the vision inspires a culture of high aspiration and expectation enabling pupils and adults to flourish. The new biblically underpinned school values provide a unifying language of purpose and belonging. These actively nourish a culture of kindness which is strongly established within the school. Pupils are known and cherished for their uniqueness. Consequently, relationships are strong. Parents give high value to the education and personalised approach to their children. Pupils' efforts and achievements are recognised and actively celebrated. As a result, they feel valued and empowered to be the best versions of themselves.

Leaders are developing an ambitious curriculum driven by the vision. As a result, pupils are encouraged to be independent learners and strive to do their best. They understand that 'all things are possible'. The school's values foster a culture of enquiry. Creative learning from first-hand experiences makes learning exciting and impactful for them. Wider curriculum opportunities such as playing the saxophone and access to a range of extra-curricular activities inspire pupils to try new things. The school has recently introduced a shared language to support a deeper understanding of spirituality. Visits to the National Holocaust Centre, residential experiences and visits to Lincoln Cathedral support pupils to understand the 'wows' and 'ows' in life. However, this work is not embedded within the curriculum. As a result, their understanding of spirituality and opportunities for deeper reflection are underdeveloped. A culture of inclusion is highly evident throughout the school community. Pupils are known exceptionally well. Staff strive to meet the needs of those deemed vulnerable and/ or disadvantaged. Working together, barriers for learning and engagement are overcome. Parents rightly acknowledge the support and care afforded to their children. They appreciate the dedication of staff and how through the curriculum the school enables their children to grow holistically.

High priority is given to daily collective worship. Consequently, it is highly valued by learners and staff. This strengthens bonds and fuels a deep sense of belonging. The cycle of worship has been skillfully planned. Strongly influenced and linked to the school's vision and values, worship is engaging and made memorable for pupils. They confidently express how worship enables them to reflect on stories from the Bible. They articulate how this influences their thoughts, everyday lives and relationships. Through the school's developing approach to spirituality, daily worship offers pupils new perspectives. Regular visits from a Christian charity worship group further enrich times for contemplation. Pupils reflect thoughtfully on being grateful and thankful for the opportunities life affords them. They are reassured that God is with them and is the 'golden glue' in their lives. Pupils explain that the Lord's Prayer helps to guide them and that they and others will make mistakes but can be forgiven. They express how singing together makes them happy. Staff reflect positively on the opportunity worship provides for them to pause, reflect and be together. The individual worth and value of each pupil is recognised and celebrated through weekly praise worship. This further enriches the spiritual flourishing of pupils and their connection to one another.

Supported by the school's values of unity, integrity and love, relationships between adults and pupils are exceptionally strong. Consequently, they trust adults in school and speak positively about how they care for them. Support from specialist staff provides bespoke pastoral care to individuals. As a result, they have the space and



time to regulate feelings and anxieties. Leaders prioritise the needs of the most vulnerable. Consequently, those with additional needs thrive because they are well supported. The school's open-door policy creates a welcoming environment. This builds trust and openness with parents. As a result, they are valued, relationships strengthened, and parents know they can access help if needed. Working outwardly through a range of partnerships, staff receive support to assist them in their roles. They actively look out for one another and go the extra mile to support those in need.

Through worship, pupils are challenged to think about their responsibility to others. Careful exploration and promotion of the school's values further support opportunities for them to reflect on their actions. This challenges them to consider how they can make a difference to the lives of others. Individual responses have resulted in pupils improving their community through litter picking. They have a strong understanding of fairness with regard to their relationships with one another. This helps them to live well together and foster an understanding of equity. They aspire to meaningful roles such as sports ambassadors and school councillors. These enable them to make an active contribution to their school. However, pupils' understanding of justice is less well developed. This is because the curriculum provides limited opportunities for them to make ethical decisions or meaningful responses from their learning.

The RE leader has recently revised the RE curriculum. This now has a high profile within the school. The key knowledge learners need to acquire has been identified. This is well sequenced and balanced to ensure key concepts are revisited and built upon. A resource to support the teaching of Christianity has been introduced to further deepen knowledge and provide challenge to learners. As a result, they articulate their understanding of vocabulary such as incarnation at an age-appropriate level. The curriculum provides a range of creative and engaging activities for pupils. Consequently, they are enthusiastic about RE and their learning. They visit places of worship such as the local Mosque. This supports their understanding and appreciation of a diversity of beliefs and practices. However, pupils have less understanding of Christianity as a diverse world faith. Opportunities are provided to ask big questions and explore non-religious world views. However, their ability to make connections, evaluate their thoughts from different perspectives and develop critical thinking is less secure.

Information

Address	Rectory Road, Coleby, Lincolnshire, LN5 0AG		
Date	19 June 2025	URN	120517
Type of school	Voluntary Controlled	No. of pupils	44
Diocese	Lincoln		
Headteacher	David Nicholson		
Chair of Governors	Paul Brewster		
Inspector	Daniel Kinsey		