

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stogursey Church of England VA Primary School

Vision

At Stogursey Church of England Primary School, our vision is rooted in 2 Peter 3:18 which calls us to grow in both grace and knowledge through Jesus Christ. We believe that the best way to guide children and adults is to seek truth, build character, and grow together in wisdom, shaping who we are, what we learn and understand and how we live well together. We are on a mission to grow in grace, grow in knowledge, and create a community where everyone is encouraged to flourish in heart, in mind, and in purpose.

Stogursey Church of England VA 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 highly inclusive nature of the school, guided by Jesus' teaching, creates a culture where pupils are enthusiastic to support one another. They draw on Christian values when establishing trusting relationships with peers and adults. As a result, there is a strong sense of being part of a caring community.
- Inspired by the vision, leaders' actions, and well-focused support, ensure that pupils' behaviour is developing positively. Consequently, they treat one another with dignity and respect, valuing differences and celebrating others' achievements.
- Leaders bring energy and enthusiasm, identifying priorities that enable the school to make rapid progress. Together, with governors, they have created a cohesive and dedicated team who live out the Christian vision.
- Collective worship holds a prominent role in daily life. Pupils articulate how it inspires and shapes their thinking. Increasingly, it makes a positive contribution to adults and pupils' spiritual development.
- The Christian vision shapes learning experiences, extending understanding of the wider world. This grows a love of discovering new ideas, so that pupils develop curiosity with a passion for learning.

Development Points

- Ensure experiences for spiritual flourishing are an integral part of the curriculum. This is to enrich the varied ways that these moments impact on pupils' spiritual development.
- Extend the range of opportunities for pupils to explore questions in religious education (RE) using a variety of approaches, such as philosophy. This is to enable them to deepen their understanding of the different ways that people live out their diverse beliefs.
- Ensure that clear structures are in place to evaluate the impact of the Christian vision. This is to enhance the ongoing way that it drives the work of this as a Church school and its impact on pupils and adults.



Inspection Findings

Vision and Leadership

Recently appointed leaders bring stability and calm following a period of uncertainty. They ensure that the Christian vision has a prominent role in daily life. As a result, it informs the school's strategic direction, leading to initiatives that effectively address the needs of this learning community. These include new approaches to meeting pupils' social and emotional development and raising their aspirations. Pupils' understanding of the vision comes through the associated Christian values. They talk thoughtfully of these values and emphatically articulate the range of instances where values make a difference. For instance, where resilience and courage support them to overcome challenges in learning. Leaders' energy and enthusiasm are contagious, inspiring others. Consequently, they shape a cohesive staff team who perceive their role as living out the vision. Leaders' swift and astute evaluations culminate in well-focused initiatives. These are prioritised, bringing together staff, governors and families on this journey of improvement. However, the monitoring and evaluation of the specific impact of the Christian vision lacks rigour. Governors, whilst dedicated, do not evaluate all aspects of being a Church school. They are ambitious in their work and have enhanced the nurture of staff and pupils' mental health and wellbeing. Leaders from the Quantock Education Multi-Academy Trust (MAT) contribute to these evaluations, but this is at an early stage of development.

Vision and Curriculum

Leaders follow Jesus' example of serving others, so they can be the best they can be. This enthuses the school team to effectively address pupils' diverse needs. Leaders, at all levels, implement improvements, leading to an emphasis on early identification of barriers to learning and removing these. Pupils set their own next step targets, so they have greater ownership of learning. There is a growing feeling that they can achieve which enhances their sense of dignity. Whilst still in its infancy, this is starting to make an impact. Consequently, pupils demonstrate a growing understanding of the needs of their peers, the importance of equity and taking responsibility to support others. A revised curriculum is being embedded, with a focus on enquiry that engages pupils' interest. Additional opportunities widen their understanding of the world and other cultures. This is changing attitudes, growing pupils' love of learning. Leaders from the MAT actively supported the school in drawing upon bespoke training to develop staff's understanding of spirituality. As a result, adults have some awareness of activities that enrich pupils' spiritual flourishing. However, the way this is implemented across the curriculum is at an early stage, limiting the impact this has on pupils.

Worship and Spirituality

Leaders have thought carefully about the needs of pupils, positioning worship at a time that helps to maximise its impact. These changes support the way that adults and pupils value coming together and celebrating as a loving school 'family.' This allows pupils to explore new themes and consider their significance. Singing is enjoyed, 'it brings a smile to everyone,' a pupil articulated. Pupils are growing in confidence to talk about spirituality. They explain how it helps them to reflect upon themselves and realise what potential they have. Leaders increasingly weave in opportunities to extend spiritual flourishing. Time to pause and listening to music provide opportunities to reflect. Revised structures to class worship include challenge tasks that extend opportunities for deeper thinking. Worship is welcoming and inspires pupils to respond, for example, growing vegetables for older members of the community. It enables pupils to contribute with integrity. The relationship with the local church is strong. Clergy and the open the book team bring variety to worship that is enjoyed. Christian festivals, such as Christmas, are celebrated in church, so pupils appreciate their significance for Christians. These experiences help pupils encounter a breadth of styles of worship. Participating in a nativity on a farm brings the Christmas story to life. Improvements are ongoing, such as using puppets and more drama, so pupils feel more involved, enriching their spirituality.



Vision and School Culture

The Christian vision stands out in the school's culture of inclusion and dignity. As a result, pupils celebrate their peers' special talents and demonstrate an understanding of their different needs. Pupils articulate how Christian values contribute to their thinking. 'It helps the school to be a better place', is a common reflection. Pupils use the language of Christian values throughout the day, often helping to support relationship issues. They treat others with respect, building trusting relationships and celebrating one another's achievements. This raises their self-esteem and belief. Approaches to nurturing behaviour are underpinned by Christian values. Pupils are increasingly aware of individualised strategies to use when they are anxious. Pupils feel valued, known and loved which has a positive impact on their behaviour through the building of caring relationships. The provision for adults' mental health and wellbeing is enhanced, so staff feel listened to and benefit from the range of support provided. This care extends to families, including those going through difficult times. This is a result of the strong relationships they build with staff. These are influential and make a significant difference in a variety of instances.

Vision, Justice and Responsibility

Key partnerships are fundamental to school improvement. The relationship with the MAT strengthens the impact that monitoring makes and therefore enhances curriculum development, whilst growing leaders. Sharing subject specialists' expertise and joint initiatives enable high-quality practice to be introduced. This is particularly evident in enriching learning experiences. The diocese contributes effectively with specific training and evaluations. There is a growing awareness that everyone has a responsibility to care for their community. Pupils raise awareness of charities that they see are important through the Archbishops' Young Leaders' Award. These include the Royal British Legion and local animal charities. A variety of leadership opportunities develop the skills pupils need to make a difference. Eco club champions raise the importance for re-using and recycling, caring for God's creation. Pupils are confident to raise concerns and challenge the actions of others in positive ways. This is inspired through the opportunities that pupils have in the curriculum and worship to explore people who have challenged injustice.

Religious Education

Pupils relish opportunities to engage in discussions about key questions in RE. They are confident to verbalise ideas, listen and learn from others, recognising why these are important. The RE curriculum is well sequenced, diverse and progressively deepens pupils' understanding of specific religious vocabulary. Staff effectively use displays to enable them to extend understanding of new language. Pupils have some understanding of RE skills, whilst their awareness of core religious concepts is growing. However, the curriculum does not allow pupils to use a range of approaches, such as philosophy. This limits the depth in which they explore the diversity of peoples' beliefs and views. A thoughtful awareness of worldviews is demonstrated by pupils which is enriched by the opportunity to ask people of faith questions. This extends their understanding of the impact that peoples' views and beliefs make on their lives. Rigorous reviews of teaching and books enable leaders to disseminate new ideas gained from other MAT schools. This strengthens staff knowledge of worldviews.

The quality of teaching in RE is strong and stimulates pupils' thinking. Staff use questioning well, requiring pupils to reason and justify responses, so that they can explore ideas at a deeper level. New approaches to assessment provide staff with a secure understanding of pupils' knowledge. Ongoing weekly quizzes indicate where there are misconceptions that staff readily address. Pupils complete their own self-assessment, indicating where they feel confident. As a result, most pupils make positive progress and flourish, taking a real pride in their work.

Information

Address	Tower Hill, Stogursey, Bridgwater, Somerset. TA5 1PR		
Date	29 April 2026	URN	147326
Type of school	Academy	No. of pupils	56
Diocese	Bath and Wells		
MAT	Quantock Education Multi-Academy Trust		
MAT Chair	Cheryl Govier		
Headteacher	Rachel Rood		
Chair of Governors	Co-Chairs Bernie Maskell and Jodie Burghes		
Inspector	David Hatrey		