

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Bartholomew's Church of England Primary School

Vision

'If you have faith as small as a mustard seed, nothing will be impossible for you' (Matthew 17:20)

A school at the heart of the community, which provides an exciting, challenging and supportive learning environment, where every child fulfils their potential.

St Bartholomew'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

- Leaders know the school well and are committed to upholding and maintaining its Christian foundation. A vision inspired by the parable of the mustard seed promotes generosity towards others and a sense of community. This vision, lived out on a daily basis, enables pupils and adults to flourish.
- The CARES code provides a clear framework for living well together. The school's 'everyone's welcome' initiative values the individual and celebrates difference. As a result, pupils and adults receive the care and support they need to thrive.
- Pupils have a clear understanding of how their small acts of kindness can make a big difference to the lives of others. They are proactive in identifying ways in which they can bring about change in school and the local and wider community.

Development Points

- Deepen teachers' understanding of spirituality and the language associated with it. This is to empower them to nurture the spirituality of pupils in collective worship and through the curriculum.
- Identify opportunities for spiritual development across the curriculum. This is to enable pupils to recognise their growing spirituality as they reflect and respond to a range of experiences.
- Develop the religious education (RE) curriculum to provide a more balanced approach towards exploring faith and non-religious worldviews. This is to help pupils understand how people's beliefs affect how they think and live their lives.



Inspection Findings

Vision and Leadership

St Bartholomew's School offers a warm welcome into a community built upon the spirit of generosity. Reflecting upon the parable of the mustard seed strengthens a belief in the power of small acts of kindness. As a result, pupils and adults give willingly of themselves in the service of others. The school's CARES code provides a set of Christian values for living well together. Pupils explain how these important rules make them aware of others and remind them of the importance of co-operation and respect. They understand how enjoying learning with their peers helps them to achieve. This promotes flourishing within the harmonious community of the school. Leadership is strengthened by the contribution of governors who offer a range of skills and experience. They provide challenge and support as they work with school leaders to uphold the vision and monitor its effectiveness. This facilitates strategic decision making to meet the needs of the school community.

Vision and Curriculum

The broad curriculum is designed to inspire learning and personal growth. It is structured so that key knowledge and skills are revisited over time. This secures progress and ensures that pupils are prepared for the next steps in learning. A 'hands on' approach makes learning accessible and engaging. Learning about the natural world is enhanced by the use of the outdoor learning environment. Pupils play a key role in the monitoring and shaping of the curriculum. As a result, they are proud to take responsibility for their learning. Leaders make good use of opportunities offered by the locality to enrich the curriculum. Themed events supported by visitors from the community raise awareness of the world of science and life in modern Britain. These experiences offer many opportunities to nurture spirituality, but these are not always recognised or exploited to their full potential. This is because the understanding and associated language of spirituality are not embedded in curriculum planning. A tailored approach means that pupils who have special educational needs and disabilities (SEND) are well-supported. Working in partnership with families and outside agencies, staff identify the needs of individuals and then plan and implement intervention programmes. Small steps of progress are a cause for celebration. This builds self-esteem and enables pupils to thrive.

Worship and Spirituality

A varied approach to collective worship invites pupils and adults to learn about Jesus and to hear the Christian message. Working with local church representatives, pupils and adults, leaders plan themes to engage and inspire those of all faiths and none. Worship in its many forms is led by school staff and members of the local Christian community. They are ably assisted by pupil leaders who enthusiastically compose and lead prayers and blessings enhanced by sign language. This enriches the worship experience. Reflecting upon the lives of notable Christians makes worship relevant to pupils' lives. Visits by a team of volunteers from local churches bring the Bible to life through drama. Reflecting upon the stories portrayed helps pupils understand Christian themes such as the power of giving. Pupils explore global issues as part of worship. This develops their appreciation of justice. Class-based worship provides time and space for deeper reflection upon the issues raised. Pupils love to sing. This raises the spirits of the school community. Although worship offers time for quiet reflection, pupils do not receive the necessary support to enable them to explore their growing spirituality. This means that they are not able to recognise or express their responses to spiritual encounters.

Vision and School Culture

The school's 'everyone's welcome' initiative reflects its commitment to inclusion. Pupils and adults are known and celebrated as individuals. This raises self-esteem and promotes wellbeing. In keeping with the vision, pupils and adults are generous in their support of one another. They are reassured that there is always someone ready to listen and help. This fosters strong relationships which contribute to a cohesive community. They recognise that, in order to achieve equity, some people need more support than others. Trained staff support pupils to understand and manage their feelings. This equips them with the skills they need to access learning in the



classroom. This promotes flourishing. Leaders are mindful of their duty of care for others. Adults have access to a support system which promotes a healthy work-life balance. This fosters loyalty and enables them to give of their best to the pupils in their care.

Vision, Justice and Responsibility

Pupils speak with authority about their responsibilities towards others and the world in which they live. They describe picking up one piece of litter as a small act, but how a cumulative effort can have a huge impact. They are inspired by those who, with a little help, overcome adversity. They are not complacent; they know that it is their responsibility to provide the help that will make the difference. Leaders are passionate in their drive to develop pupils' understanding of justice. They visit people living in slums in India and foster relationships with a Ukrainian school. Sharing their firsthand experiences of the challenges and benefits of living in these communities brings issues of social responsibility to life. This motivates pupils to put the vision into action. They write letters and send Christmas gifts to cheer their new friends living through the reality of war. Sharing World Book Day activities via video call further strengthens the bond between them. Seeing how their actions can make a difference encourages pupils to take the lead in supporting causes close to their hearts. Inspired by the example of their teachers, they organise bake sales to raise money for charity.

Religious Education

Enthusiastic and knowledgeable leadership of RE ensures that the subject has a high profile in the curriculum. Working in partnership with the diocese, staff access training to increase their knowledge. This inspires confidence which in turn has a positive impact upon learning. Leaders invest in high-quality resources to support teaching. They invite representatives of faith communities to speak to pupils and organise visits to places of worship. This makes learning relevant and ensures that the curriculum offers an accurate representation of religious and non-religious belief. As a result, pupils are aware of the diversity of practice within Christianity and other faiths. The commitment of leaders is evident in their willingness to implement change in response to new developments in RE. As a result of their engagement in training, they recognise that, although well-sequenced, the curriculum is largely focused upon religious belief. This means that opportunities to consider the ways in which people's faith and non-religious worldviews affect how they lead their lives are less well-developed.

Information

Address	Willowcroft, Quorn, Leicestershire LE12 8HQ		
Date	09 March 2026	URN	120153
Type of school	Voluntary controlled	No. of pupils	497
Diocese	Leicester		
Headteacher	Alex Clark		
Chair of Governors	Alistair Gibb		
Inspector	Helen Simms		

