

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Edward's Church of England Primary School

Vision

Our vision: Being fruitful in all that we do.

Our values: Faith, Joy, Love, Peace, Respect, Kindness, Patience, Trust, Believe, Hope, Friendship, Forgiveness

Our vision and values are based on Galatians 5:22

'The fruit of the spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control'

Our school is a community where all can flourish; academically, socially, spiritually and emotionally. An inclusive place where together we can find meaning, purpose and security.

St Edward'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 school's Christian vision enables pupils and adults to feel a strong sense of belonging to this vibrant, joyful community. Consequently, they flourish in their roles and relationships and are empowered to make a positive contribution to the lives of others.
- A strong, shared commitment to wellbeing results in a culture where pupils and adults feel valued, supported and empowered to flourish.
- School leaders design an ambitious curriculum, enriched by partnerships with charities and a range of external providers. They make courageous decisions that help pupils to grow into compassionate and responsible citizens.
- Religious education (RE) is academically challenging for pupils at St Edward's. It gives broad opportunities for pupils to reflect on their own views and beliefs, whilst also reflecting on the beliefs of others.
- Collective worship is central to the life of St Edward's and makes a difference to pupils and staff. An inclusive culture creates moments of joy, stillness and meaningful opportunities for reflection. This impacts positively on spiritual flourishing for pupils and adults.

Development Points

- Strengthen governors' understanding of spiritual development so that they can effectively evaluate the impact of the school's established approach. This will help to ensure that pupils increasingly develop meaning, purpose and connection.
- Develop pupils' confidence in identifying and responding to injustice. This will strengthen their ability to use the opportunities provided by the school to become agents of positive change.



Inspection Findings

Vision and Leadership

The Christian vision creates a strong sense of belonging that shapes the life of this joyful school community. Rooted in the fruits of the Spirit, the vision is understood and valued across the school. Pupils recognise that being fruitful means trying their best and contributing positively to the lives of others. Leaders use the vision to guide decision-making, making courageous choices that respond to the needs of pupils and adults. As a result, the vision remains central to the school's development and daily life. The school's values shape interactions and relationships throughout the community. Pupils speak confidently about qualities such as joy, kindness, forgiveness and patience. They acknowledge that some values are more challenging to live out than others and reflect thoughtfully on their importance. Joy is particularly evident within the school community. Pupils describe the school as a fun place to be. Exemplary behaviour and positive relationships demonstrate the impact of the vision in practice. Consequently, the vision is evident in the daily life of the school.

Vision and Curriculum

Leaders have designed an ambitious curriculum that reflects their commitment to developing well-rounded individuals. Guided by the vision, they make courageous decisions that nurture the whole child. Curriculum time is used creatively to broaden pupils' experiences through enrichment opportunities, partnerships and memorable learning experiences. Carefully selected texts help pupils to explore diversity, difference and belonging. As a result, pupils develop respect for themselves and others whilst gaining a wider understanding of the world around them. Inclusion is a notable strength. Staff know pupils well and adapt provision thoughtfully to meet individual needs. Strong partnerships with families and external professionals enable pupils who have special educational needs and/or disabilities (SEND) to participate fully in school life and learning. Opportunities for spiritual development are planned across the curriculum, encouraging pupils to reflect on questions of meaning, purpose and connection. However, the school has not yet developed a sufficiently shared understanding of spiritual development and its intended impact. Consequently, governors find it difficult to evaluate the effectiveness of the school's established approach.

Worship and Spirituality

Collective worship is central to the life of St Edward's. It strengthens wellbeing through a strong sense of belonging, and nurtures spiritual flourishing through reflection and prayer. The school's vision and values shape worship and strengthen a sense of community. Worship is fully inclusive and invitational. Pupils are encouraged to participate in ways that feel comfortable and appropriate for them. Parents value the Christian character of the school and the way in which biblical teaching informs daily life. Pupils make thoughtful connections between these teachings and their own lives. They explain how worship encourages patience, kindness and generosity towards others. Their exemplary behaviour demonstrates the value they place on worship and its routines. Strong partnerships with the church enrich the worship life of the school. Members of the St Edward's church community regularly contribute to worship. Older pupils increasingly lead prayer spaces, first established through this church partnership. These experiences encourage reflection and deepen engagement with prayer. Pupils and adults value these opportunities for stillness and contemplation.

Vision and School Culture

The Christian vision creates a culture where the dignity and worth of the individual are recognised and celebrated. Leaders identify potential in pupils, adults and families, nurturing strengths and creating opportunities for people to flourish. As a result, individuals develop confidence and contribute meaningfully to the life of the school. Leaders understand that treating people well does not always mean treating them the same. Support is tailored thoughtfully to individual circumstances, enabling pupils and adults to access the help they need. This creates an equitable culture in which people feel safe, included and understood. Staff appreciate the care and support they receive from leaders, particularly during periods of personal challenge. This



contributes to high levels of trust and encourages adults to develop in roles that suit their gifts and aspirations. Pupils speak warmly about the kindness of adults and the ease with which friendships are formed. Pupils and adults know they are valued and understand that their strengths can make a difference within the community.

Vision, Justice and Responsibility

The Christian vision inspires pupils to care about fairness, responsibility and the wellbeing of others. Opportunities to explore justice are woven throughout the curriculum and enriched through partnerships that broaden pupils' understanding of the wider world. Pupils engage thoughtfully with issues such as environmental stewardship, poverty and inequality. They understand the importance of treating others fairly and recognise that people may need different forms of support. As a result, pupils demonstrate compassion and a growing sense of responsibility towards others. They confidently identify injustice within school and explain how behaviours that lack kindness, love or compassion do not reflect the school's values. An active student council listens to the views of peers and works with leaders to bring about positive change. Leaders also provide a wide range of opportunities for pupils to support charitable causes and contribute positively to their community. These experiences help pupils to understand their responsibility towards others. Pupils readily participate in initiatives initiated by the school and student council. However, they are less secure in explaining how they might initiate change when they encounter injustice beyond their immediate context.

Religious Education

RE has a high profile within the curriculum and provides appropriate academic challenge for pupils. Leaders and governors recognise its importance as a core subject within this Church school. The curriculum is carefully sequenced and enables pupils to engage with increasingly complex questions as they move through the school. Pupils value opportunities to explore Christianity alongside a range of religious and non-religious worldviews. They compare beliefs thoughtfully and reflect on how these influence the lives of individuals and communities. Pupils recognise that RE is fundamentally about people, their beliefs and the choices they make. This helps them to appreciate both difference and commonality within diverse communities. Visitors and first-hand experiences enrich learning. Links with partner schools broaden pupils' understanding of different beliefs and traditions. As a result, pupils gain confidence in discussing their own views whilst showing respect for the beliefs of others.

Information

Address	Dovecote, Castle Donington, DE74 2LH		
Date	12 June 2026	URN	120122
Type of school	Voluntary controlled	No. of pupils	161
Diocese	Leicester		
Headteacher	Rachel Lacey		
Chair of Governors	April Sly		
Inspector	Kirsty Lacey		