

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Leonard Stanley Church of England (Aided) Primary School

Vision

Loving and Learning together for Life, as Jesus Taught Us.

Leonard Stanley Church of England (Aided) 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 Christian vision, together with its supporting values, is clearly articulated, well understood and lived out in daily practice. It firmly shapes relationships, resulting in a caring, inclusive school community where pupils and adults work well together.
- The Christian vision shapes an innovative and inclusive curriculum. This helps pupils, including those who have special educational needs and/or disabilities (SEND), to develop new skills, enabling them to succeed.
- Religious education (RE) is well led and resourced. Pupils have a good understanding of a range of religious and non-religious worldviews, demonstrating high levels of respect for difference.
- Inspirational leaders, including governors, carefully monitor and evaluate the vision and promote the school's effectiveness as a Church school. Bold decisions, taken by leaders at all levels, have a positive impact on staff and pupils. This enables them to flourish.
- The Christian vision creates a culture in which pupils and adults are treated well. Effective support makes a difference to pupils deemed to be vulnerable, empowering them to succeed.

Development Points

- Strengthen the whole-school, shared understanding of spirituality. Use this consistently to plan experiences within the curriculum to nurture pupils' spiritual growth.



Inspection Findings

Vision and Leadership

Rooted in biblical teachings, leaders have created a Christian vision informed by the context and needs of their community. Pupils and adults articulate the vision passionately and leaders use it to drive decisions. The vision is lived out daily through the carefully chosen values of resilience, respect and kindness. It teaches pupils to be kind at home as well as at school. Inspired by the vision, confident leaders have made innovative changes to the curriculum, making it more inclusive. Leaders set a good role model and are not afraid to try out something new. Staff describe a strong sense of belonging and purpose. They are also supported to try out new ideas, making them feel valued. Highly dedicated and knowledgeable governors make bold decisions and are committed to success. Using robust systems, they monitor and evaluate the vision and are effective in the continued development of Leonard Stanley as a Church school.

Worship and Spirituality

Collective worship is central to the life of the school. It provides opportunities for the school community to reflect, respond and grow spiritually. Leaders carefully plan worship to be welcoming and inclusive. For example, pupils and adults are invited to say the school prayer using sign language so that everyone can participate. These shared moments help individuals pause and reflect during busy school days. Worship is planned around Christian values and the Church calendar, ensuring that the school community experiences Christian traditions and festivals. Such experiences enhance individuals' spiritual development. Pupils and adults enthusiastically explore a range of Bible stories. This enables them to reflect profoundly on the joys and challenges of biblical themes and how Christian values relate to their lives and choices. For example, by exploring love and kindness through the parable of the Lost Sheep, pupils are inspired to help others. Strong links with the local church consistently enrich worship. Clergy and members of the congregation are a familiar presence in school and regularly lead worship. Their contribution improves pupils' understanding of Christian teaching and supports spiritual flourishing.

Vision and School Culture

The well-embedded Christian vision creates a deep sense of love and community. Pupils are taught to treat each other how they would want to be treated. This establishes an environment where pupils feel respected, valued and listened to. Families are confident in approaching school for support. School staff ensure that pupils' needs, including those deemed vulnerable, are identified early and responded to quickly. Reading cafes, a young carers' group and daily check-ins for pupils who need them add to the sense of community and care. Consequently, pupils feel secure and are nurtured. Staff wellbeing and a good work-life balance are actively encouraged. This results in a stable and committed staff team. Behaviour is exemplary and pupils are proud of their purposeful and happy school. The behaviour policy of the school is rooted in the Christian vision. Staff therefore model forgiveness and reconciliation through restorative conversations. These help pupils resolve any friendship issues with empathy and kindness.

Vision and Curriculum

Mindful of the vision's aim to prepare pupils for life, leaders have tailored an innovative curriculum to the school's context. A whole-school approach, which includes practical learning, ensures high levels of engagement where pupils feel included. This allows them to develop confidence and nurtures their love of learning. Staff carefully plan enrichment activities within the forest school area, as well as teaching life skills, such as first aid. An inclusive approach enables pupils, including those who have SEND, to thrive. As a result, pupils look forward to coming to school and are excited about the opportunities that are available to them. This integrated approach is valued by parents, who speak highly of the school. Pupils benefit from extracurricular opportunities and learning outside of the classroom, including swimming lessons in an outdoor pool. Such moments, along



with reflection and questions woven throughout the day, are beginning to support spiritual development in the curriculum. However, there is a lack of a consistent approach across the school. This means that opportunities for pupils to recognise and develop their own spirituality are missed.

Religious Education

RE is led effectively and has a high profile across the school. The subject is thoughtfully planned to ensure that pupils access a coherent and well-balanced programme of learning. This enables them to build on skills and concepts that they have previously learned. The use of big questions, such as exploring how the world was created, supports deeper thinking and enquiry. A range of religious and non-religious worldviews are taught, including Christianity, Islam, Judaism, Hinduism and Humanism. This fosters pupils' appreciation of diversity. Summing up the views of others, one pupil explained, 'By understanding others' beliefs, we get on better.' The well-balanced RE curriculum provides opportunities for pupils to explore the diversity of Christian belief and practice around the world. Engaging experiences, such as visitors to the school who talk about their worldviews, enhance this further. This helps pupils to respect different groups in society, strengthening their understanding of the diverse ways that people live out their personal views and beliefs. This encourages pupils to express their own worldviews with growing confidence and detail.

Pupils enjoy their RE lessons and take care to produce work of a high standard. Teaching is well planned with close attention to detail. This enables even the youngest pupils to explore important concepts. They are aware that everyone has a worldview. As pupils move through the school, their knowledge and understanding deepen. Staff access diocesan RE training. This strengthens their confidence in delivering the subject. Each topic is carefully assessed so that teachers can swiftly identify any misconceptions that pupils have and address them effectively. As a result, pupils make sustained progress in RE and are pleased to show the extent of their learning. Leaders, including governors, carefully monitor and evaluate the implementation and impact of RE. This strengthens the ongoing development of the subject.

Vision, Justice and Responsibility

Driven by the vision, leaders have established a culture of justice and responsibility, which inspires pupils to act with kindness and compassion. Pupils take on meaningful roles that shape school life and extend into the wider community. The school council and the Eco Action Team meet regularly. This provides a meaningful forum for pupils to share their ideas, influence decisions and take ownership of initiatives. For example, pupils decided which local foodbank to support. They visited the foodbank and helped pack bags. Other pupil-led projects include designing and distributing posters to protect local wildlife and organising local litter picks. These initiatives clearly reflect pupils' practical understanding of service and accountability and their concern for the environment. There is a sense that pupils are being equipped to make a difference in the world. They want to act with justice and responsibility, now and in the future.

Information

Address	Bath Road, Leonard Stanley, Stonehouse, GL10 3LY		
Date	10 July 2026	URN	115688
Type of school	Voluntary aided	No. of pupils	195
Diocese	Gloucester		
Headteacher	Andrew Milner		
Chair of Governors	Sue Tabb		
Inspector	Cressida Dolphin		