

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tilstock Church of England Primary School

Vision

At Tilstock CE Primary School, our staff and governors are committed in providing a positive, nurturing and emotionally safe environment, where children feel empowered and motivated to care about themselves and their school. Through powerful projects and meaningful experiences, we provide regular opportunities for children to contribute, create and to be recognised for their individual talents. Our pupils feel confident in developing the relevant key skills and knowledge, required in a way that progresses naturally from year to year, across the curriculum. In partnership with parents, staff, the Church and the community, our pupils are enabled to flourish and achieve their full potential through love, aspirations, positive role-models, underpinned by our Christian Values. “Let your light shine before others, so that they may see your good works and give glory to your father in heaven” (Matthew 5:16)

Tilstock 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.

Strengths

- The deep understanding and passion for the school’s Christian vision and values inspire pupils and staff to be ambitious for themselves and each other. As a result, the school is a beacon of hope, love and aspiration for their community and beyond.
- The Christian vision drives a curriculum that is crafted to instil a love of learning and discover talents. Pupils feel empowered by the freedom they are given to express their knowledge. Therefore, they are confident in expressing themselves.
- Collective worship is a joyful and welcoming occasion. Inclusivity is at its heart as all are invited to not only take part but also to lead.
- Staff actively plan for moments of awe and wonder and will pause to enjoy spontaneous moments of joy. The spiritual curriculum helps pupils to experience times of deep, guided reflection.
- The Christian vision drives leaders to ensure that pupils and staff are well looked after. Pupils are nurtured and surrounded in love which creates an atmosphere of calm and purpose.

Development Points

- Enable pupils’ to be agents of change within a wider variety of contexts. This is to enhance their understanding of justice.



Inspection Findings

Tilstock Church of England Primary School is full of hope, aspiration, love and joy. The Christian vision and associated values inspire adults and pupils to become the best that they can be. The Marches Academy Trust and Lichfield Diocese support leaders and staff to realise the vision to its full extent. Pupils understand the importance of the vision and values and know them as actions not just words. 'Joy days' and 'aspire days' have brought in speakers to help pupils explore the values in practical, experiential ways. This has deepened pupils' understanding so they can articulate what they mean to them. They rightly explain that the values become an intrinsic part of their character. As one pupil said, 'The values touch my soul and will stay with me long after I have left this school.'

The wellbeing of staff and pupils is seen as a priority for leaders of both the school and the trust. The strong feeling of mutual support carries staff through both celebratory and difficult times. There are measures in place to help in times of struggle, including a wealth of health initiatives. This assures staff that help will be there when needed. Led by the vision, leaders invest highly in the development of staff. They provide quality training in order to grow potential. They encourage them to take risks and be bold. Therefore, staff feel highly valued as members of the team, knowing they make a positive difference to young lives. There is a strong feeling of mutual respect within the school community. Staff take every opportunity to model and celebrate good behaviour. The Christian values provide the foundation for creating a culture of calm. Therefore, pupils exemplify respect and kindness in their relationships. As a result, school is a sanctuary where people feel cared for and loved. A place where friendships flourish.

Pupils understand that their voice matters and their opinions are important. They are encouraged to act for the good of others. There are many opportunities for pupils to take on responsibility. The knowledge that they make a difference to their community increases their self-esteem. The 'one voice' group tackles issues such as sustainability and homelessness. Pupils are encouraged to celebrate diversity and to embrace inclusion. This has led to pupils raising awareness on health issues such as epilepsy and diabetes. Consequently, they are self-assured in using their personal experiences to support others. At present, pupils' action is predominantly local. Therefore, their understanding of how to work for justice beyond their community is limited.

The Christian vision drives the curriculum and inspires a way of learning that celebrates creativity. Leaders believe that everyone deserves a chance to succeed, including vulnerable pupils and those who have special educational needs and/or disabilities. As a result, innovative staff initiate different ways for pupils to access learning. A wealth of experiences often inspires and sparks pupils' interests, leading to their flourishing. For example, after the discovery of a fossil, pupils researched and reported on palaeontology, even interrogating a local expert. Pupils are able to detail their understanding in ways that they enjoy. Books are filled with diagrams, thought bubbles, illustrations and texts. Thus, individuality is championed and a feeling of self-worth is promoted. Spirituality is seen as a vital component of a person's character and so is placed at the heart of learning. Pupils and staff use a range of contemplative methods during times of reflection. A feeling of calmness and stillness descends in classrooms as this is practised. This creates a deep understanding of what it means to be spiritual and how to be in the moment. Pupils take these skills outside of the classroom and use them in quiet places whenever they feel the need. They are comfortable and capable of understanding their own spiritual needs and development.



Religious education (RE) is prioritised as an academic subject. It is well resourced and staff receive regular training to enable an effective delivery. The curriculum has been carefully crafted to ensure a thorough understanding of a range of worldviews and beliefs. Pupils study the fundamentals of each chosen faith and develop a deep respect for how faith impacts the lives of believers. It allows them to explore the rich diversity of how faith is practised on a local, national and global level. The curriculum examines the importance of sacred texts and the meanings they contain. Parables from the Bible are studied to understand how Jesus explained to Christians how God wants them to live their lives. Searching questions give pupils the opportunity to discuss moral and ethical issues and to learn how Christians may find the answer in the Bible. It allows debate without judgement. Therefore, RE is seen as a safe space to explore pupils' own ideas in order to understand their place in the world.

Collective worship is a joyful occasion where singing lifts the roof, values are explored and times of reflection are enjoyed. This lifts the spirits and helps pupils to understand feelings of joy, curiosity and peace. Rituals such as lighting candles and using set prayers help pupils appreciate this as a special time. They know that worship can include celebration, contemplation and moments to consider their place in the world. It is truly inclusive as all are welcomed and encouraged to take part in whatever way makes them feel comfortable. Over time and with encouragement, leading worship is now shared amongst staff, pupils and local clergy. This enables a strong sense of ownership, with adults and pupils contributing ideas and delivering worship. Consequently, they are developing a deep understanding of how different elements of worship impact their own and others' spiritual needs. The partnership with the local church enriches the community's experience of Christian worship. Visits programmed for festivals, class worship and celebrations are appreciated by pupils, staff and parents. The church is seen as an extension of the school building and the local clergy as part of the team. The Christian vision and values remain at the heart of worship and are regularly explored so that pupils deepen their understanding. Those who have exemplified the values through their actions are celebrated, reinforcing their importance in the school's culture. Therefore, the light of the Christian vision and values shines throughout this community.

Information

Address	Tilstock Lane, Tilstock, Whitchurch, SY13 3JL		
Date	9 May 2025	URN	144983
Type of school	Academy	No. of pupils	130
Diocese	Lichfield		
MAT/Federation	Marches Academy Trust		
Headteacher	Rowena Kaminski		
Chair of Governors	Bob Thompson		
Chair of Trust	Alex Fry		
Inspector	Lesley Montgomery		