

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Iron Acton Church of England Primary School

Vision

Having the courage to care.

We believe the story of the good Samaritan (Luke 10: 25-37) demonstrates our vision well.

Iron Acton 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

- A clearly articulated and deeply embedded Christian vision is lived out by adults and pupils at Iron Acton. The vision informs decision-making and practice across the school, nurturing a community where individuals are encouraged, valued and enabled to grow with confidence and purpose.
- The school's distinctive Christian vision actively informs its commitment to inclusion, particularly in the support offered to pupils who have additional needs. As a result, the school is a place where pupils are known, valued and supported to flourish in their learning.
- Firmly rooted in the parable of the Good Samaritan, leaders build relationships across the school that are characterised by compassion and kindness. Thus, individuals flourish as they live and learn caringly together.
- Collective worship is purposefully planned to be invitational and accessible, ensuring that members of the school community are able to engage meaningfully. This approach supports spiritual growth by providing opportunities for reflection and creating a sense of belonging.
- The religious education (RE) curriculum is thoughtfully constructed to nurture spiritual development, offering pupils regular opportunities to reflect, question and explore issues of meaning and belief.

Development Points

- Extend the RE curriculum to offer a diverse representation of Christianity. This is to enhance pupils' appreciation of Christianity as a global faith.



Inspection Findings

Vision and Leadership

The school vision, rooted in the parable of the Good Samaritan, drives the life and work of the school. The parable teaches active compassion, courageous action and responsibility for others, which leaders translate into daily practice. Leaders use this to make decisions that prioritise dignity, inclusion and hope for the whole community. For example, reflecting the Good Samaritan's choice to notice need and respond, leaders make bold decisions to allocate training and resources to meet pupils' needs. As a result, pupils are skilfully supported so that they learn well. Through the life and work of the school, pupils learn to value themselves and others. They initiate acts of kindness and responsibility. Strong partnerships and targeted training from the trust and the diocese strengthen leaders' capacity to meet the needs of the community. Governors hold leaders to account, ensuring that their decisions align with the school's vision, so that pupils and adults flourish.

Vision and Curriculum

Driven by the vision to care for all pupils, leaders have thoughtfully tailored the curriculum. To this end, leaders and staff plan lessons that broaden pupils' horizons. For example, pupils grow vegetables in the school garden, which enables them to understand how to look after their world and care for nature. Extracurricular activities are carefully designed to develop pupils' skills and talents, such as music and chess clubs. Staff adapt and personalise lessons, giving pupils the best opportunity to flourish academically, including those who have additional needs. For example, a consistent approach to developing pupils' vocabulary enables them to understand concepts more easily. Staff skilfully use advice from external agencies so that pupils are able to actively engage in learning. Subject leaders have planned opportunities for spiritual development across the curriculum. For example, pupils regularly pause and reflect on life's big questions. The curriculum is monitored by leaders and the impact of spirituality is discussed. Thus, experiences remain relevant and meaningful, and pupils have a thoughtful understanding of the spiritual dimension to their lives.

Worship and Spirituality

Collective worship enables pupils and adults to grow spiritually. Leaders review the impact of worship, involving pupils in making improvements. Thus, worship remains meaningful and engaging, bringing the school's Christian vision to life. Pupils and staff participate with enthusiasm, singing, praying and discussing the ways in which collective worship brings about change within themselves. Symbols are used to deepen pupils' understanding, such as a bowl of water when considering the baptism of Jesus. Questions posed in whole-school worship, such as how baptism changes people, are explored thoughtfully in smaller, class groups. Thus, pupils reflect in depth on how biblical teaching can help them in their lives. Pupils use popular class reflection areas to think about worship themes, such as peace, in more depth. These opportunities for personal contemplation nourish their spiritual growth. In partnership with leaders, local clergy lead worship. Their thoughtful contributions enrich adults and pupils' spirituality by deepening their understanding of Jesus' teaching. Church services and celebrations, led by the clergy, further strengthen spiritual relationships between the school and the community. Families value joining their children in services, which foster a sense of belonging and shared values.

Vision and School Culture

Motivated by the vision, leaders consistently demonstrate respect and kindness, promoting positive relationships across the community. Pupils and adults experience consistent care, which strengthens trust in one another. Leaders provide a wide range of effective support for pupils, staff and families, building a community that is resilient and positive. Pupils live well together. They learn how to build caring relationships that respect differences. Modelled by staff, pupils learn and relate well together and help each other during break times and in lessons. Families receive sensitive guidance, including through challenging times. This targeted support enables staff and families to work together so that pupils feel happy and safe in school. Strengthened by the skilful use of high-quality, specialist colleagues, pupils who are considered most vulnerable feel cared for and



ready to learn. Leaders listen carefully and act on the views of staff. This enables staff to grow professionally and feel supported personally.

Religious Education

Leaders plan RE carefully, ensuring that learning is well sequenced across the school. They make sure that, within lessons, pupils revisit concepts so that they deepen their knowledge and understanding over time. High-quality training from the diocese enables teachers to deliver the curriculum with confidence. Pupils say that they enjoy RE and value the opportunity for deep questioning. Planned trips to places of worship, such as a local synagogue, enhance the study of religions beyond Christianity. Pupils understand that knowledge of a range of religions and worldviews helps them to relate to others. RE lessons are carefully planned to develop pupils' spirituality. For example, older pupils understand how people within the Bible were faced with moral dilemmas, and think carefully about how they themselves would respond. The curriculum enables pupils to develop a secure knowledge and understanding of core Christian beliefs and practices. However, pupils do not understand that Christians across the world live out their faith in different ways. This is because a global perspective of Christianity is not built in.

Vision, Justice and Responsibility

Inspired by the parable of the Good Samaritan, adults and pupils are actively encouraged to promote a culture of justice and responsibility. Staff provide activities that inspire pupils to advocate for fairness and ethical action. For example, through gardening in school, pupils encourage others to protect wildlife. Pupils and adults build positive relationships and care for each other. For example, older pupils enthusiastically take responsibility for their younger peers through a buddy system. Younger children appreciate the level of care that they receive and apply this to build their own positive relationships. Motivated to act courageously in caring for others, staff empower pupils to take decisive action on issues close to their hearts. To this end, the school purposefully engages with local, national and global charities. For example, pupils work with a local foodbank, volunteering and donating food parcels. Pupils are encouraged to take action where they see injustice. For example, a visit to a parliamentary debate prompted them to raise awareness of women's safety on the streets. In ways such as these, pupils understand how they can be active citizens and make a positive difference beyond their school.

Information

Address	Wotton Road, Iron Acton, Bristol, BS37 9UZ		
Date	20 January 2026	URN	152135
Type of school	Academy	No. of pupils	98
Diocese	Bristol		
MAT	Severn Federation Academy Trust		
MAT Chair	Louisa Davies		
Headteacher	Mike Riches		
Chair of Governors	Julie Gardener		
Inspector	Clare Murray		