

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Matthias Church of England Primary School

#### Vision

Aspire, Believe, Achieve

Our school family values us all as unique individuals and children of God. We aspire to be the best version of ourselves; believing that through the gifts that God has given us, we can make a positive contribution, flourish and achieve together to make a difference in our ever-changing world.

Psalm 139:14. I will praise You because I have been remarkably and wonderfully made. Your works are wonderful, and I know this very well.

St Matthias 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 vision, rooted in Psalm 139 and expressed through ‘Aspire, Believe, Achieve’, is deeply embedded across school life. Fostering community, inclusion and wellbeing, the vision actively shapes relationships, decisions and the school’s culture.
- Collective worship is central to school life, providing inclusive, engaging experiences that enhance pupils’ spiritual understanding and reflection.
- The school fosters a strong, welcoming environment rooted in its Christian vision, where individuals feel valued, supported and empowered.
- Religious education (RE) is well planned and engaging, allowing pupils to explore faith with confidence, curiosity and respect.

#### Development Points

- Extend the enquiry in RE through theology, philosophy and the human and social sciences. This is to deepen pupils’ understanding and confidence in engaging with a range of religions and worldviews.
- Grow the use of the ‘head, heart, hands’ language of spirituality. This is to enable pupils to engage in deeper discussions when responding to moments of spirituality.



## Inspection Findings

### Vision and Leadership

The vision emphasises a strong school family. It celebrates individuals as ‘remarkably and wonderfully made’. This biblical foundation drives the school’s commitment to inclusion and uniqueness, enabling staff and pupils to flourish. The school community clearly understands the vision, which shapes relationships, sets expectations and drives a culture of care. The newsletter celebrates pupils’, staff and parents’ sporting and educational successes, courage and charitable actions beyond school. This recognition nurtures character and strengthens the school’s sense of community and shared purpose. Parents observe how it nurtures children’s personal growth, confidence and resilience. Governors and The Spire Church of England Learning Trust actively support and sustain the school’s vision. An example is the drive to improve inclusion. As a result, pupils thrive through facilities like the nurture hub. School and trust leaders demonstrate a shared commitment to continuous improvement, reinforced by guidance from the local diocese. This partnership ensures the vision remains dynamic, guiding the school’s ongoing growth and development.

### Vision and Curriculum

The curriculum design reflects the school’s vision, helping pupils to become the best version of themselves. Leaders create an inclusive, adaptable curriculum that removes barriers to learning and celebrates diverse strengths. Staff use creative approaches to give pupils meaningful opportunities to explore subjects, build confidence and experience success. For example, playground communication boards enable pupils to express themselves through symbols and communicate more easily with their peers. Leaders provide specialist provision, including the learning and nurture bases, offering flexible, targeted support for pupils with additional needs. Classrooms are thoughtfully adapted, enabling pupils to engage positively and achieve their best. The school actively raises aspirations through a range of experiences. This broadens pupils’ horizons, inspiring curiosity, ambition and confidence to pursue positive futures. In the nursery class, staff use a curiosity approach to inspire awe and deepen pupils’ engagement with learning. This approach builds independence and reflection within a calm, spiritually rich environment. Leaders support spiritual growth through the ‘head, heart, hands’ approach, bringing together thinking, feelings and action. They recognise that pupils learn about spirituality in different ways. Curricular experiences that extend beyond awe and wonder support reflection and spiritual exploration. However, pupils lack understanding and confidence in using the shared language to articulate their thinking. Therefore, pupils cannot express how they grow spiritually.

### Worship and Spirituality

Collective worship is a central and valued part of school life, clearly shaped by the Christian vision. Daily worship is invitational, providing a calm, reflective close to the school day using Bible stories, music and prayer. Pupils participate enthusiastically, acting, singing, praying and reflecting with engagement and enjoyment. Leaders create opportunities for stillness and silence, helping pupils and adults to reflect on concepts larger than themselves. Classroom reflection areas serve as an extension to worship. Carefully planned, they offer a space for pupils to engage with the Christian message. Consequently, this deepens pupils’ spiritual growth. Leaders adapt worship, ensuring pupils with special educational needs and/or disabilities (SEND) and pupils with sensory sensitivities participate with dignity. Adjustments include sign language, ear defenders, flexible seating and exit options, reflecting the school’s culture of care and respect. School, church, family and community links are strong and supportive. For example, worshipping together, assisting charities, providing pastoral support and celebrating achievements allow faith in action to flourish.

### Vision and School Culture

The school nurtures a strong sense of belonging, firmly embedded in its Christian vision. Staff provide highly effective pastoral support, ensuring pupils and adults experience care and respect. They welcome the school community each morning through daily meet and greet routines. Barney, the school dog, comforts and supports



pupils and staff during challenging times. These practices help individuals feel valued, included and that they belong within the school community. Dedicated learning and sensory rooms are tailored to meet pupils' needs, enabling calm and focused access to education. The vision drives a culture of care. Warm relationships, a dedicated wellbeing team, flexible structures and open communication support staff and pupil wellbeing. Therefore, staff and pupils feel valued and known as individuals. Strong partnerships with parents, the local church and external agencies enrich support and promote living well together. For example, the local food bank and community groups assist pupils and their families. The supporting children and families initiative helps parents develop skills and knowledge in an encouraging environment, enabling them to flourish.

#### Vision, Justice and Responsibility

Pupils confidently live out the school's vision and values, showing responsibility, fairness and care for others and the environment. Pupils care for the school's sensory garden. Through this work, they understand how the garden supports wellbeing and local wildlife. They design shelters and animal homes to protect and encourage nature within the school community. Leaders prioritise restorative practices and respectful communication within the behaviour policy and wider vision. Consequently, it reduces pupil disagreements and helps them resolve minor disputes constructively. Pupils are respectful of others and value differing viewpoints. These experiences strengthen communication, foster empathy and develop collaborative problem-solving skills, preparing them for life beyond school. The school values pupil voice, with the school council actively influencing decisions and charitable action. Pupils support various initiatives, including helping war-torn countries, cancer and animal welfare charities. As a result, pupils demonstrate compassion, fairness and care for those within their community and beyond.

#### Religious Education

RE is a high priority in the school. Leaders provide effective professional development, ensuring staff feel well supported in delivering high quality RE. As a result, this training enriches provision and teachers deliver RE with increasing confidence and accuracy. Staff consistently use a range of resources to strengthen subject knowledge and help pupils engage effectively. Creative activities, including drama and art, deepen pupils' understanding of religious stories and enable personal expression. Leaders offer enrichment opportunities that broaden pupils' experiences of a range of religions and cultures, fostering curiosity and respect. However, pupils' understanding of RE through theology, philosophy, human and social sciences is underdeveloped. This limits their deeper understanding of religions and worldviews.

Teachers teach RE well. Teachers skillfully adapt learning, enabling pupils to succeed and build confidence in their understanding. Pupils explore ideas openly and respectfully in RE, enjoying debating, sharing and listening to the views of others. Pupils enjoy RE, take pride in their work and confidently discuss their learning. Teachers revisit prior learning, strengthening pupils' understanding of key concepts. As a result, pupils make good progress. Pupils make connections across religions and beliefs, but this is not fully developed. Leaders and governors regularly monitor RE to evaluate impact, identify strengths and target areas for improvement. Leaders review and develop RE assessment practices alongside the trust, ensuring accurate tracking and supporting effective teaching.

## Information

Address	Cromwell Road, Malvern Link, WR14 1NA		
Date	14 January 2026	URN	147903
Type of school	Academy	No. of pupils	162
Diocese	Worcestershire		
MAT	The Spire Church of England Learning Trust		
MAT Chair	Rosemary Sara Shorter		
Headteacher	Virginia Beale		
Chair of Governors	Elizabeth Bessant		
Inspector	Pamela Howell		