

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ilmington Church of England (VC) Primary School

Vision

To faithfully educate every child to be a world changer. 'For with God, nothing shall be impossible.' (Luke 1:37)

Ilmington 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 deeply embedded Christian vision provides high aspirations. It is understood and lived out by staff, governors and pupils enabling the school community to flourish.
- People are treated well at Ilmington. The vision shapes a supportive, friendly and inclusive culture where pupils' uniqueness is celebrated.
- Underpinned by the vision, the curriculum promotes relationship building and opportunities for discussion. As a result, pupils are empowered to articulate their views while fostering a love of learning.

Development Points

- Establish monitoring of the impact of collective worship on adults' spirituality. This is to enable further developments in spiritual flourishing.
- Extend curriculum opportunities for pupils to learn about injustices in the world. This is so that they recognise how they can make a positive difference.
- Secure consistency of provision in the new religious education (RE) curriculum. This is in order to enrich pupils' experience of the subject.



Inspection Findings

Vision and Leadership

In this small rural school, the Christian vision unites pupils and staff to 'believe in better'. Leaders and staff build strong relationships with families, supporting them through the challenges of life. Staff model the vision, 'to faithfully educate every child to be a world changer', through nurturing relationships and high expectations. This develops pupils' self-belief and resilience. A relentless focus on the individual fosters a deep sense of belonging. By exploring a new Christian value each term, pupils find practical ways to put them into action in their daily lives. Therefore, pupils reflect the vision through their confident use of the values. Governors collaborate closely with leaders and draw on a range of information to understand how pupils and adults' flourish.

Vision and Curriculum

Empowered by the vision, the school has created a curriculum which enables pupils to thrive. Lessons inspire and enthuse pupils' learning. They are encouraged to question, wonder and enquire about the world around them. The vision motivates leaders to advocate for pupils who have special educational needs and/or disabilities and those deemed to be vulnerable. Their additional needs are supported, as they are well known and adaptations assist effective learning. Staff remove barriers so that pupils grow academically, socially and spiritually. The curriculum is enriched by opportunities, which develop pupils' interests through sport, the arts and educational visits. The school environment provides many possibilities for pupils to learn outside, developing a love and appreciation for nature. Participation in long-standing village traditions, including the annual Morris dancing, provides meaningful enrichment for pupils. Reflective leaders accurately identify gaps in the curriculum. Their ongoing review broadens pupils' experiences beyond the local community. Times for reflection are woven into the curriculum. This supports pupils' spiritual development.

Worship and Spirituality

Collective worship is an important part of the day at Ilmington. It is shaped by the school's Anglican foundation and pupils value it as a time of togetherness. The joyful singing and enthusiastic engagement develop a strong sense of belonging and love in the school community. Sensitive adaptations enable pupils to participate in collective worship. The effective use of the words 'windows, mirrors and doors' help pupils confidently articulate their thoughts from different perspectives. They understand spirituality as connecting with nature and something beyond what we can see. Reflection and prayer times allow pupils to gain a greater appreciation of nature and their own environment. This also provides a sense of peace and a moment to consider issues affecting the world. Partnerships with the local church enriches the school's Christian distinctiveness. It provides opportunities for prayer and reflection, such as during the leavers' worship and the Ash Wednesday service. Pupils respectfully share their own thoughts and beliefs and listen to others. Staff and adults engage in collective worship both in school and in church. However, monitoring is limited in reflecting its impact on adults. This hampers leaders' planning for future developments.

Vision and School Culture

There is a caring culture for both adults and pupils. Inspired by the vision, staff encourage pupils' independence and sense of self belief. Hence, the single school rule of 'respect for yourself, others and property' leads to exemplary behaviour and their appreciation of each other. Working with families, leaders create a safe and caring environment where mental health support is provided. Targeted wellbeing programmes assist pupils to navigate challenges in life. Staff are clear that listening and understanding the needs of families is a key outworking of the vision. The 'open door' policy results in parents confidently approaching the staff. Families are supported well, resulting in pupils who are settled, nurtured and consequently, flourish. Leaders invest in staff through carefully planned professional development. They are mindful of staff wellbeing, valuing discussion and



team work to manage workload. This supportive approach from leaders ensures the staff know they are appreciated.

Vision, Justice and Responsibility

The aspirational vision creates a community of pupils who look outwards. Their strong sense of self belief equals that of helping others. Therefore, pupils live out effective relationships such as, through the buddy role. Their work as school council leaders and house captains builds proficiency in serving others. They enthusiastically take responsibility for organising fundraising events and leadership roles, demonstrating teamwork skills. This develops confidence and independence. Pupils' responsibility extends to the local community and keeping village traditions alive, which are central to their sense of belonging. Pupils recognise justice as standing up for what is right. They have a keen awareness of fairness in their own school community alongside an understanding of some aspects of injustice in history. Pupils love to debate issues arising from current affairs, but these discussions seldom lead to follow-up actions. The curriculum provides limited opportunities for pupils to engage with broader perspectives of injustice. This restricts their ability to see how their actions can make a difference.

Religious Education

RE has a high priority and is well led. Leaders support staff as they implement the new curriculum. It identifies clear expectations, leading to a well-sequenced structure that builds a broad knowledge of different faiths over time. However, it is not consistently embedded, meaning pupils' experience of RE is variable across different year groups. Interactive RE displays in some classrooms challenge deeper thinking as pupils ask big questions. Visits to a gurdwara, Coventry Cathedral and the local church bring learning to life. This deepens pupils' understanding as they encounter people of faith. The Cross of Nails project with the cathedral left a lasting impression on the pupils. They vividly remember its powerful story of reconciliation. Through the partnership with the diocese, leaders provide training that maintains strong subject knowledge. This ensures staff stay current with the most effective RE teaching methods. As a result, pupils enjoy their lessons and notably, the opportunities they are given to express their opinions and ideas.

Information

Address	Back Lane, Ilmington, Warwickshire CV36 4LT		
Date	28 April 2026	URN	125637
Type of school	Voluntary controlled	No. of pupils	115
Diocese	Coventry		
Headteacher	Paul Crouch		
Chair of Governors	Barbara Williams-Cooke		
Inspector	Rachel Chamberlain		