

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stretton Handley Church of England VC Primary School

Vision

Growing, caring and learning together in faith, hope and love.

At Stretton Handley CE (VC) Primary School, we are committed to growing, caring, and learning together in faith, love, and hope. We strive to create a nurturing, inclusive environment where each person is valued, supported, and inspired to achieve their full potential. Through faith, we establish trust and understanding; through love, we promote compassion and respect; and through hope, we instill resilience and optimism for the future. Together, we aim to prepare everyone to become confident, caring, and capable individuals who will make a positive impact on the world around them both now and in the future.

Stretton Handley Church of England VC 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 school's vision, 'Growing, caring and learning together in faith, hope and love,' is a vibrant, lived reality that profoundly shapes every aspect of school life.
- The values of faith, hope and love are consistently modelled through positive relationships, a supportive ethos and the curriculum. This encourages both intellectual curiosity and compassionate action, ensuring that adults and pupils flourish and are valued.
- Nurture of special educational needs and disability (SEND) pupils is a striking feature of this caring school. Through faith, pupils experience trust. Through love, they receive care and respect. Through hope they build resilience and optimism.
- Pupils are prepared for the future by fulfilling a range of responsibilities as they grow through the school. This enables them to understand how their actions can make a positive difference to themselves and others.
- Strong leadership in religious education (RE) ensures robust and effective monitoring and evaluation. This enables the curriculum to continually evolve, maintaining its relevance and impact on pupils' lives.

Development Points

- Deepen the shared understanding of the language of spirituality so that the impact is maximised across the school's curriculum.
- Extend and strengthen the provision of collective worship, including time and space set aside for reflection on biblical teachings. This is to deepen the worship experience of pupils and adults, ensuring worship offers consistent opportunities for reflection and personal connection.



Inspection Findings

Stretton Handley Primary School is a vibrant, inclusive and nurturing community. The Christian vision, 'Growing, caring and learning together in faith, hope and love,' deeply informs all aspects of school life. It is actively lived out through strong relationships, compassionate behaviour and a commitment to holistic development. It underpins strategic decisions and everyday interactions. This creates an environment where pupils, including those with SEND are valued and supported to flourish. Pupils and adults alike have a clear understanding of the school's values and purpose. High levels of engagement from pupils, staff, parents and the wider community reflect the strength of this shared ethos. Pupils are articulate in expressing how Christian values shape their choices and actions. Staff consistently model these values. This results in a culture where pupils thrive and feel valued. Exceptional leadership ensures the vision is consistently embodied, driving meaningful change and sustained flourishing.

The school's curriculum is intentionally shaped by its Christian vision. It guides the design and delivery of a broad and inclusive education. Christian values such as compassion and hope shape daily practice and are embedded across the curriculum. Spiritual development is woven throughout subjects through reflective learning practices. Pupils reflect on their role in the world, grow in moral responsibility and are inspired to achieve their full potential. Awe and wonder are purposefully cultivated through experiences such as forest school, promoting gratitude and reverence for God's creation. Pupils experience rich and varied spiritual opportunities. However, there is no shared language for spirituality among pupils and adults. Initiatives such as a wellbeing programme ensure that emotional flourishing is integral to pupil development. The curriculum is enriched with opportunities for tackling injustice, environmental action and strong community links. All of this gives pupils a sense of purpose and belonging.

Worship is seen as an expression of the school's Christian vision of love in action. It is inspirational, leading to projects that care for God's world. Pupils lead aspects of the school's worship life, deepening their spiritual understanding and sense of purpose. Thoughtfully planned worship fosters a strong sense of togetherness. Linking global issues with Christian teachings encourages pupils and adults to make real-life connections with their faith. However, regular engagement with Bible stories, including the teaching of Jesus, is not consistently a feature of worship. Weekly contributions from the local church provide meaningful faith encounters and strengthens the school's connection to its Christian foundation. The worship experience is enhanced by using pupil feedback. As a result, pupil engagement has increased and spiritual impact deepened. Through the introduction of more creative approaches, including role-play activities led by pupils, collective worship is more creative and engaging. Times of shared reflection and prayer offer meaningful moments for pupils to pause, experience spiritual peace and growth. Consequently, they develop a growing understanding of their own beliefs and values. This is evident in pupils' thoughtful contributions during discussions and their positive relationships with peers. Adults also benefit from worship and reflection opportunities, contributing to a shared sense of purpose and spiritual wellbeing.

Relationships across the school are characterised by kindness, inclusion and mutual respect. The school supports families facing hardship through a foodbank. The provision of breakfast for some pupils further exemplifies the school's commitment to sharing hope and love. Stretton Handley's Christian vision affirms that all are made in God's image and deserve dignity, respect and love. This inspires a culture where adults and pupils are supported to live well together. There is an intentional focus on empathy and cultural understanding in a mainly white British context. This includes whole school visits to faith centres and celebrating Black historical leaders. This work impacts on pupils who demonstrate increased respect and understanding of difference. Adults also speak positively about how this approach enriches the lives of pupils, staff and families across the school. This inclusive culture is evident in accessible extra-curricular activities and a welcoming environment for SEND pupils. As a result pupils, whatever their starting points, are enabled to participate fully in school life. The focus on staff wellbeing, shared leadership and diocesan partnership builds a strong, united and values-led community. Staff and governors have an in-depth knowledge of the local area and engage well with the local church. This strengthens community relationships, enriches the school's ethos and ensures that the curriculum is relevant to pupils' lived experiences. Forest school



provides pupils with opportunities to take risks and helps develop stamina. As a result, they are excited to learn in this environment and are keen to share their learning with adults.

There is a determination to offer hope and show love through faithful service. The impact of the vision is evident in the breadth and depth of pupil-led initiatives. These include the church council, mini leaders and climate warriors. Consequently, pupils are empowered to make positive contributions to their school, local community and global environment. They demonstrate their commitment to making a positive impact by setting up projects such as sustainability initiatives, acting as agents of change within their communities. Pupils also work with the local church to organise litter picks and fundraising walks for local families. Exploring current global issues helps pupils understand injustice and recognise their own ability to make a meaningful difference. Pupils recognise that they can make a difference to others, nurturing a sense of optimism for the future.

RE has a high profile and is a clear priority, with a well-sequenced and challenging curriculum. It deepens pupils' understanding of Christianity and world religions through rich content and experiences such as 'World Religion Day'. Reflective discussions enhance learning and encourage pupils to make personal connections with beliefs and faiths. RE is well resourced, drawing on diocesan expertise and high-quality materials. This enhances the curriculum, ensuring it is effective across the school. Staff benefit from regular professional development, which strengthens subject knowledge and enhances their understanding of the curriculum and its impact. Through tracking pupils' understanding, leaders adapt it to ensure it meets the diverse needs of learners. Governors actively support and monitor RE, contributing to strategic planning. Pupils confidently articulate how the subject shapes their values, decisions, and respect for difference.

Information

Address	Beresford Lane, Woolley Moor, Alfreton, Derbyshire, DE55 6FH		
Date	12 June 2025	URN	112859
Type of school	Voluntary Controlled	No. of pupils	56
Diocese	Derby		
Headteacher	Louise Nicholson		
Chair of Governors	Margaret Gill		
Inspector	Paulette Osborne		