

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fleckney Church of England Primary School

Vision

Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive and flourish and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of ourselves and our place in the wider world.

Be the best you can be!

Let your light shine! Matthew 5:16

Fleckney 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 vision and values underpin the work of the school and are clearly articulated by pupils, staff, governors and parents. There is a culture of care and compassion inspired by the vision, encouraging pupils and adults to 'let your light shine'.
- The vision drives the work of this highly inclusive school in supporting pupils and adults. There is a focus on enabling them to be the best that they can be. This means that pupils, including those with special educational needs and/or disabilities (SEND) and those who are vulnerable, flourish.
- Everyone matters and is cared for in this school. The wellbeing of pupils and adults is prioritised. The school nurtures self-confidence and resilience in pupils, driven by the vision. This means that pupils are confident in facing challenges and know that there is always someone who will help with these.
- Collective Worship is central to the work of the school. It provides an opportunity for pupils and adults to come together to reflect through contemplating the world and their own beliefs. This supports their spiritual flourishing. Strong relationships with local churches enhance this. Worship is inclusive of those of all religions and of none and rooted in the school vision.
- Pupils are articulate when talking about learning in religious education (RE), as the curriculum is effectively planned to meet their needs. As a result, they develop a good understanding of Christianity and other worldviews.

Development Points

- Develop a shared language and understanding of spirituality. This is to enable staff to explore meaningful moments across and beyond the curriculum to support pupils' spiritual development.
- Continue to engage pupils in developing their role in collective worship so that their opportunities for reflection, prayer and personal spiritual growth are enhanced.
- Provide opportunities for governors to reflect on the impact of the school vision. This is to show that the vision is driving strategic decisions for the school.



Inspection Findings

Fleckney is a caring, nurturing primary school where the Christian vision is a living reality. The recently updated vision and values are well understood and articulated by pupils, staff and parents. They are a driving force in the school, and evident in displays, documents and everyday practice. Pupils and adults explicitly reference the vision and values in their work. This is exemplified by the way in which pupils speak confidently about the importance of celebrating their successes. Governors do not monitor the impact of the vision on aspects of school life, limiting their understanding of how the vision guides their work. Support from the diocese is utilised to strengthen the school's Christian distinctiveness. This has enabled the senior leadership team to evaluate the impact of the vision on the school's work. Adults and pupils speak passionately of the importance of 'letting your light shine'. They are confident in talking about this verse and celebrate their own and others' successes. This shows that the vision is enabling pupils and adults to flourish.

The Christian vision and its emphasis on ensuring pupils achieve their full potential drives curriculum decisions. Leaders prioritise inclusivity and individual needs, ensuring pupils thrive. Learning is linked to school values. For instance, in geography pupils consider their responsibility towards the natural world and how they can look after the world for future generations. Leaders are developing a shared language around spirituality. Opportunities for spiritual development are explored through RE, though they are not explicit in the wider curriculum. Leaders work hard to ensure that there is equity in curriculum provision for pupils, including those deemed vulnerable and SEND pupils. They receive personalised targeted support for both their academic needs and their emotional wellbeing. Through this, they thrive in their personal growth. The vision encourages pupils to 'be the best you can be', promoting confidence and risk-taking. Nurture spaces are used effectively so that pupils can quickly return to their learning. A wide range of extra-curricular activities allows them to explore new interests. Staff work to ensure pupils, regardless of their circumstance, feel included and participate fully in school life.

The RE curriculum is planned effectively, enabling pupils to develop a good understanding of Christianity, world faiths and worldviews. The subject is well resourced and prioritised. As a result, staff receive effective training that builds confidence in delivering the curriculum. Pupils recall knowledge and vocabulary well, using this understanding to show respect for the beliefs of others. For example, a Year 2 pupil spoke confidently about the five pillars of Islam and what these mean for most Muslims. RE is a safe place to share ideas and pupils are encouraged to discuss and explore their thoughts. Key Stage 2 pupils make use of 'big questions' to explore their own thinking alongside knowledge of the views of others. This includes considering how religious understanding can help make the world a better place. Pupils relate learning in RE to the school values. They express that these values can be seen not only in Christianity but across other faiths and worldviews.

Collective worship supports the spiritual growth of pupils and adults through meaningful, well-planned experiences that align with school values. Moments of reflection and prayer encourage pupils to consider how to live out these values. They reflect on how they can use the school values in the wider world and they are inspired to respond to needs in their local community. Discussion is an important part of worship, helping pupils to understand biblical messages. For example, pupils reflect on the importance of fairness and responsibility through parables such as 'The workers in the Vineyard' and apply them to life. Pupils value coming together as a community and recognise worship as inclusive and meaningful for all. They know that worship is for everyone, not just those of faith and it is valued by pupils and staff alike. Pupils are starting to take an active role in leading parts of collective worship, developing personal reflection skills and confidence in leadership. Church leaders regularly lead worship. Visits to



the church are an opportunity to bring together the school and church communities. These strong partnerships enhance collective worship. This is because they provide further opportunities for pupils to feel spiritually supported and engage with these local churches.

Pastoral care is a key strength of the school, where pupil wellbeing is a clear priority. The school's inclusive ethos ensures individual needs are considered so that pupils succeed and thrive. Kindness, compassion and respect, rooted in the Christian vision, shape its culture. Staff encourage pupils to 'be kind, be safe and be ready', fostering fairness, aspiration and a sense of belonging. Pupils and adults are valued, and their contributions are celebrated. Happiness and confidence are seen as vital to pupil flourishing. This is demonstrated by the clarity with which pupils explain that all have a right to shine their light. In turn they should recognise the light of others. They explain this by saying, 'By blowing out someone's candle, this does not make yours shine brighter'. A reflective, restorative approach encourages positive choices. Positive mental health is prioritised by the school. For example, the provision of a quiet space provides a calm place for pupils at lunchtime who may find playtime overwhelming. Staff wellbeing is prioritised and as a result they feel valued. The care shown in school extends to the wider community. For example, parents talk of help received by families during times of need.

Pupils have a strong sense of justice and responsibility towards others and the world. Through the vision's focus on community, pupils are taught that their individual rights and freedoms should always be balanced with responsibility to others. By exploring British values alongside the school's Christian values, pupils are given meaningful opportunities to reflect on difference and diversity. This encourages them to foster respect, empathy and a deeper understanding of the wider world. Pupils are empowered through meaningful responsibilities within the school, such as serving as global ambassadors and members of the school council. This enables them to develop leadership skills, a sense of ownership and active citizenship. Strong partnerships between the school and church communities promote a shared commitment to service. For example, supporting the local community in activities such as carol singing and fundraising for the local foodbank. Pupils also support global causes, selecting charities each year and taking pride in the impact they make beyond their local community.

Information

Address	Batchelor Road, Fleckney, Leicester. LE8 8BE		
Date	12 June 2025	URN	120129
Type of school	Voluntary Controlled	No. of pupils	469
Diocese	Leicester		
Headteacher	Josh Richards		
Co-Chairs of Governors	Gareth Robinson and Philip O'Reilly		
Inspector	Megan Davis		