Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stiperstones Church of England Primary School

Vision

Stiperstones School aims to provide children with opportunities to flourish, fulfilling their potential to be the best they can be. Through unique partnerships and provision, such as mountain biking instruction, residential trips and high-quality teaching and support, children have potential to succeed, rooted in a Christian vision of allowing children to 'Let their light shine', changing the school and community for the better. The school fosters an inclusive learning environment, where children and adults feel safe and encouraged to be their best, supported by a strong community relationship reinforced through local engagement.

Stiperstones 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 Christian vision shapes the school's curriculum so that pupils shine. This is because of the rich accessible learning opportunities and activities it offers. These support pupils to excel in different ways.
- Due to the vision, pupils and adults form highly effective relationships which enable understanding and care. Leaders ensure that pupils and adults are enabled to flourish, even when they are experiencing difficult times.
- Collective worship enables spiritual flourishing through opportunities for discussion, singing, stillness, reflection and prayer. Examples shared in worship impact the way that pupils live out the school's vision and Christian values.
- Leaders ensure that the vision and its associated strapline are embedded into daily school life. It guides strategic decision-making, ensuring that pupils flourish.
- Pupils develop a strong sense of responsibility for themselves and those in their community. They have opportunities to take on leadership roles in school to serve others.

Development Points

- Strengthen monitoring and evaluation so that leaders and governors capture a range of evidence about the impact of the school's vision. This is so they ensure that they have no blind spots regarding aspects of the school's Christian distinctiveness.
- Enhance the religious education (RE) curriculum. This is so that pupils gain a deeper understanding of the diversity of beliefs, practices and traditions within religious and non-religious worldviews.
- Increase pupils' opportunities to consider justice and advocacy. This is so they are able to make ethical choices and make a positive difference to others.

Inspection Findings

Vision and Leadership The close-knit schools within the Shropshire Hills Federation share the Christian vision 'Let their Light Shine'. This underpins daily life at Stiperstones. The school is a key part of the local community with many generations connected to it. Consequently, when they moved to the Norbury site a few years ago, all the families chose to stay on roll. This is despite pupils having to make a longer journey, demonstrating the ongoing community support. Decisions made by leaders and governors are guided by the vision. For example, the original Stiperstones site has been redesigned with purpose-built facilities for cooking, mountain biking and design and technology (DT). It is now used each week for pupils to provide high-quality learning experiences, and also fully funded parent and toddler group. As a result of the vision, pupils are enabled to flourish through adventurous activities as well as in cooking and DT lessons. Committed leaders and governors work hard to ensure that adults and pupils' thrive. However, due to their in-depth knowledge of the school, they use limited monitoring activities to assess the impact of the vision. Consequently, they miss picking up on some key information. For example, interviews with pupils revealed that they do not understand the school value of integrity.
Vision and Curriculum Due to the vision, leaders ensure that the curriculum at Stiperstones is exceptionally rich. They also prioritise access to the extensive extra-curricular offer for pupils. All trips are fully funded, and residentials are heavily subsidised to make sure that pupils can 'let their light shine'. This includes numerous school visits and annual residentials to carefully chosen destinations. These extend the pupils' cultural experiences and develop awareness and respect for diversity. Opportunities to mountain bike in the natural environment give pupils a sense of awe and wonder at the beauty of creation. The curriculum also enables pupils to develop their spirituality through focusing on connection with others. Younger pupils have regular lessons in the forest school. High quality and well-resourced play provision is available to pupils during social times. This provides space to demonstrate the school values of resilience, support and kindness. There are opportunities for staff to pursue further professional development. This equips them to meet pupils' additional needs. It also develops their subject or leadership expertise. This combination of experiences enables pupils, including those who have special educational needs and/or disabilities (SEND), to flourish academically.
Worship and Spirituality Collective worship is a special time of the school day at Stiperstones. Pupils experience spiritual flourishing through discussion and reflection, stillness and prayer. They sing joyfully and enthusiastically participate with worship themes. Pupil leaders take turns to set up the worship table, evaluate assemblies and to lead worship. These opportunties enable them to think deeply about worship themes. The school vision and values are instilled through the use of Bible stories and Christian examples. The local parish support with 'open the book 'assemblies, which pupils find engaging and meaningful. Pupils learn about worship in the Anglican tradition both in school, and in the regular services in church. They also develop their spirituality through reflecting on their own and others' successes in the weekly celebration assembly. Leaders provide professional development to enable staff to lead worship with confidence. Pupils experience opportunities to flourish in worship at both the Norbury and the Stiperstones site. This ensures that all pupils have access to daily high-quality worship.
Vision and School Culture As a result of the vision, leaders support pupils and their families well. This includes working flexibly with families to make sure that pupils, including those with SEND, have their needs met. Leaders have also established effective engagement with other agencies. Every pupil is a well-known part of the close-knit school family, and this results in strong relationships which enable flourishing. Members of staff help one another and live out the

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school values. Leaders do all they can to prioritise staff wellbeing. When individuals or the community face a difficult time, leaders and governors put in good support. Adults are able to work towards additional qualifications to help their career development. Consequently, pupils and adults are enabled to thrive.

Vision, Justice and Responsibility

There are ample opportunities for pupils to take on responsibility during school life at Stiperstones. A notable example includes the play champions, who are very active in planning play activities. They write risk/benefit analysis statements to assess resources, and take this responsibility very seriously. School council members work with staff to identify things to improve in the school community. This year, they identified the need to replace football and netball goals. Pupils wrote to governors to persuade them to prioritise funding. Other pupils volunteer as librarians or as worship leaders. Members of the eco council won an award this year that recognises their understanding of sustainability in nature. Year 6 pupils run a monthly 'Brew with a View' café rotating around three local villages, including Stiperstones. They take responsibility for all the café activities including baking, taking orders, serving villagers, and working out change. These experiences develop pupils' confidence in relating to and serving others. They learn about justice in collective worship and curriculum units of work. However, there are limited opportunities for them to make ethical choices and take positive action outside of their local area. For example, during a recent trip to Anfield football club, pupils noticed people begging beside the road. They observed a driver give a person a bottle of water, and discussed the issue. However, there was no follow up for pupils to consider how they might respond to people in need.

Religious Education

The RE curriculum is appropriately organised into a two year rolling programme. The majority of the curriculum focuses on Christianity, with other units focusing on other world religions and non-religious worldviews. The school has adopted the local RE curriculum, and this has been adapted for Stiperstones pupils. Teachers have access to professional development and useful resources to ensure they are confident to teach the subject. Leaders sequence units of work effectively, so that they build upon pupils' prior knowledge. Lessons develop pupils' knowledge and skills in RE. Staff make use of visits to Hereford Cathedral and local places of worship to bring the curriculum alive. The RE curriculum is limited in that it doesn't include enough focus on the diversity within religions. Consequently, pupils have a narrow understanding of how people of faith and non-religious worldviews practice their beliefs and traditions.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Norbury, Bishop's Castle, Shropshire SY9 5EA		
Date	10 July 2026	URN	123519
Type of school	Voluntary controlled	No. of pupils	27
Diocese	Hereford		
Federation	Shropshire Hills Federation		
Headteacher	Claire Morris		
Chair of Governors	Rachel Ellen		
Inspector	Claire Platt		