



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

### Pierrepoint Gamston Church of England Primary School

#### Vision

Aiming high, caring for all. We are a school where children love to learn and learn to love each and every day. A community where all children flourish and discover who God created them to be. This vision is lived out by our four core school values: radiate love, embrace wisdom, cultivate hope, spark wonder.

Pierrepoint Gamston 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 school's Christian vision and values create a shared sense of purpose, enabling the community to flourish together. Pupils and staff demonstrate this through supportive relationships, collaborative learning, and active participation in community initiatives.
- The vision shapes the curriculum, placing spiritual development at the heart of the school's work. As a result, pupils are recognised as unique individuals and supported to flourish academically, socially and spiritually.
- The religious education (RE) curriculum is expertly led and carefully designed to be broad and challenging. Lessons spark wonder and enable pupils to think deeply about religion and belief.
- The vision of 'caring for all' shapes loving relationships across the school and beyond. As a result, pupils actively support one another and participate in charitable initiatives that positively impact their wider communities.

#### Development Points

- Develop staff expertise in line with the evolving national landscape in RE. This is so that teaching enables pupils to understand and appreciate how beliefs are interpreted and practised in a range of real-life contexts.



## Inspection Findings

### Vision and Leadership

At Pierrepont Gamston, the Christian vision has been thoughtfully developed to meet the needs of this community. Leaders balance academic achievement by caring for the wider needs of each individual. At this school, pupils have opportunities to discover who God created them to be. Staff define this as nurturing the whole person. As a result, pupils' individual gifts and needs are recognised and valued. They are celebrated for how they live the school values: radiating love, embracing wisdom, cultivating hope and sparking wonder. These values were developed with staff, pupils, parents, governors and the local church. This shared process has created a strong commitment across the community to embed them in all areas of school life. People are united in their drive to build a school where pupils feel welcomed, cared for, and deeply valued. The values provide clear guidance for daily life in school. Leaders model kindness and collaboration. Consequently, staff feel well supported. The thorough implementation of the school's Christian values means that this school community is growing in stability and confidence.

### Vision and Curriculum

The Christian vision shapes a curriculum rooted in 'love', where pupils 'love to learn and learn to love.' This enables pupils to flourish academically, socially and spiritually. Leaders ensure the curriculum meets the needs of pupils, giving priority to those with additional needs. 'Aiming high', pupils are challenged to make progress so they can reach their potential. Where pupils struggle to learn and make progress, staff prioritise pupils' wellbeing and quickly find ways to support them. As well as promoting academic achievement, the curriculum has been thoughtfully redesigned to foster joy and curiosity in learning. Rather than simply acquiring knowledge, staff aim for pupils to actively engage with lesson content. They seek to make learning enjoyable by developing creative approaches that capture pupils' imagination. Pupils are experiencing greater wonder, becoming more reflective about what they learn. The development of spirituality through the curriculum also encourages deeper pupil reflection. This is evident in how pupils use the shared language around spirituality to express times of sadness or moments of awe and wonder. These experiences help pupils to share their feelings with others. Leaders purposefully use the Christian values in curriculum development. They see these as guiding principles that remain constant, even when wider curriculum demands change. This brings stability to staff planning and ensures the curriculum remains rooted in the vision.

### Worship and Spirituality

Daily collective worship, whether whole school or within individual classes, enables pupils and staff to reflect, pray and flourish spiritually together. Collective worship is central to the life of the school and is thoughtfully planned across a range of contexts. Worship themes respond to local news and events. This encourages pupils to reflect on topical issues and their own actions. As a result, pupils increasingly demonstrate Christian virtues in their relationships and play. Whole school worship is engaging and inspiring for those who attend. Pupils respond thoughtfully and visitors recognise the depth of reflection. However, whole school worship is not fully inclusive because, at times, some pupils are withdrawn for academic intervention. Although this withdrawal is brief and not routine, it means that these pupils occasionally miss the shared, communal experience of worship alongside their peers. This reduces their opportunity for spiritual flourishing. The inclusion of daily class worship means that the school meets the expectation of a Church school. Regular opportunities for reflection are embedded in the school day, and pupils respond with increasing depth and maturity. Every Friday, star worship celebrates how the school's values have been demonstrated throughout the week. Pupils enjoy recognising these qualities in others, contributing to a culture of encouragement and mutual respect. Pupil leaders confidently lead elements of worship. This supports an invitational approach to collective worship, where pupils feel encouraged to participate in ways that are meaningful to them.



### Vision and School Culture

The vision creates a culture of care where pupils and adults are known well and supported to flourish. Staff recognise the importance of developing pupils' emotional literacy and mental wellbeing. They adapt the school day to meet the needs of pupils which support them to achieve well. This includes a whole school approach to emotional wellbeing with a focus on time to pause, breathe and reflect. Some pupils have a soft start to the school day, allowing them time to meet staff and prepare for the day ahead. This is reducing anxiety whilst promoting wellbeing and readiness to learn. Pupils acknowledge that friendships sometimes need support. When disagreements arise, staff help pupils to reflect and resolve differences. Restorative conversations enable pupils to move forward positively. Pupils show great care for each other at this school. They learn about special educational needs and disabilities through their peers. As well as a diverse RE curriculum, pupils are encouraged to share their knowledge and experience of their own religious festivals and observances with their community. Pupils are proud of their peers who lead this learning. The impact is a community where pupils and adults belong. Staff describe the school as a supportive family. As a result they feel able to raise concerns and are listened to and cared for during difficult times.

### Religious Education

RE is expertly led, ensuring the curriculum is diverse and balanced. Pupils enjoy learning about different religious perspectives and worldviews. They think deeply in lessons by engaging with academically rigorous content. Pupils debate topics thoughtfully and lessons are driven by challenging enquiries. Their knowledge of religious texts is broad and learning moves beyond simply retelling stories. Pupils apply these texts to modern contexts and reflect on differing interpretations, ensuring they are stretched in their thinking.

Pupils make good progress in RE and can recall learning from previous years effectively. They speak positively about visits to places of worship and use these experiences to make connections across their learning. Staff are well supported to teach RE and address misconceptions swiftly. Assessment is used well to inform teaching, with end-of-topic reflections helping staff to check pupils' understanding. As a result, pupils develop secure knowledge about religious worldviews. Staff benefit from training which supports them to teach the curriculum effectively. Leaders are beginning to adapt the RE curriculum in response to future national developments. They are working within the diocese to create resources to support all local schools to address these developments. However, this work is at an early stage and is not fully reflected in classroom practice. This means that, while pupils' knowledge of religions and worldviews is strong, their understanding of how faith is lived in contemporary contexts is less well developed.

### Vision, Justice and Responsibility

Showing care and radiating love are central to the school's work. The application of the school's vision encourages leaders to create meaningful opportunities for pupils to serve others and make a positive difference. Pupils learn about charitable causes and have a voice in choosing which initiatives the school supports. This empowers them to recognise justice and respond with compassion to those facing injustice. Leaders courageously advocate for charitable causes by raising awareness and building community in creative ways. Partnerships with the local church are rich and mutually beneficial. The school also develops a range of wider community partnerships. Through these, pupils experience the joy of serving others and supporting those in need. As a result, the school is increasingly outward facing, cultivating hope within the school and beyond. The school also welcomes parents and carers to work alongside them. Initiatives such as 'love your school' encourage pupils to take responsibility for their school environment. This is strengthening pupils' sense of belonging and community pride.

## Information

Address	Coledale, West Bridgford, Nottingham, NG2 6TH		
Date	6 March 2026	URN	132194
Type of school	Voluntary aided	No. of pupils	304
Diocese	Southwell and Nottingham		
Headteacher	Claire Bills		
Chair of Governors	Claire Meese		
Inspector	Kirsty Lacey		