

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Clutton Church of England Primary School

Vision

‘Together we grow, together we shine’

Our vision is underpinned by the Parable of the Mustard Seed. Matthew 13: 31-32.

Our vision is based on Jesus’ Parable of the Mustard Seed, which describes the Kingdom of Heaven growing and flourishing from small beginnings. We believe that our school is like that tree, which grows over time as wide as we can with branches that reach out into our school community, providing shade, shelter and life for Clutton. The tree is home to the children, parents, staff and community who are like the birds nesting within its branches. They are nurtured in our school, and in time flourish, grow and shine.

Clutton 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

- Leaders demonstrate a strong understanding of the community they serve. The vision, grounded in scripture, informs their actions and ensures that both pupils and adults flourish.
- The vision is central to the wellbeing of both pupils and adults. It fosters a strong sense of belonging, creating an environment in which individuals are celebrated for their uniqueness.
- Collective worship is highly valued by both staff and pupils as a meaningful opportunity for communal and individual reflection. It is firmly grounded in the school’s vision and rooted in biblical teaching. This has a positive influence on the way they live their daily lives.
- Pupils participate both in a range of activities aimed at challenging injustice. As a result, they can apply their understanding to make a positive impact on the world.
- The balanced religious education (RE) curriculum makes a significant contribution to pupils’ personal development. Pupils show enthusiasm and curiosity in exploring different faiths and worldviews, including Christianity.

Development Points

- Strengthen local governors’ monitoring and evaluation of the vision’s impact on daily school operations. This will enable more systematic and informed strategic planning for school development.
- Develop the school’s approach to spirituality. This is in order to ensure that planned curriculum opportunities support pupils’ personal growth.



Inspection Findings

Vision and Leadership

The Parable of the Mustard Seed shapes the school's vision and strategic direction. It has been thoughtfully considered and clearly articulated by leaders, who understand their community's context and needs. The vision is consistent across school life and work. Therefore, it underpins daily practice and decision-making. For example, it is reflected in the behaviour policy. Leaders are welcoming and foster trust, positivity and mutual respect. As a result, adults and pupils feel confident, valued, and empowered to contribute openly. Staff feel appreciated, supported and thrive. However, the recently formed local governing body does not systematically monitor or evaluate the vision or evaluate its impact. This limits oversight of its effectiveness in driving improvement. Despite this, the vision flows authentically through the school. It is evident in daily relationships and interactions. Consequently, adults and pupils thrive in this small Christian community where relationships are central to its life and success.

Vision and Curriculum

The curriculum, driven by the Christian vision and reflecting the school's context, meets pupils' needs. They explain that, like a small mustard seed, they can grow into strong individuals and live life to the full. Leaders collaborate effectively, sharing ideas and strengthening professional practice. Staff engage fully with development opportunities through the trust and diocese. This supports continuous improvement. Membership of Chester Diocesan Academy Trust (CDAT) provides valuable enrichment opportunities. Therefore, pupils extend their learning beyond the small, rural community. A culture of respect encourages reflection, questioning and attentive listening. Committed staff know pupils well and adapt teaching to ensure success for individuals. This strengthens pupils' self-belief and wellbeing. Parents are fully involved and recognise the positive impact on their children. Consequently, pupils, including those who have special educational needs and disability (SEND), thrive. Opportunities for spirituality are not systematically planned, limiting deeper growth. While pupils have begun using reflection diaries, this is still developing. Therefore, the curriculum's impact on spirituality is less apparent.

Worship and Spirituality

Collective worship is central to life at Clutton and is valued by pupils and adults. They recognise it as a time to think deeply, reflect, and consider others. Worship is carefully planned to develop understanding of biblical teaching and school values. Pupils demonstrate secure knowledge of the Bible and speak confidently about its influence. For example, the Parable of the Prodigal Son helps pupils understand God's love and forgiveness. They explain how this shapes their own actions. **A consistent approach to spirituality in worship helps pupils reflect on their own experiences and learning. It also helps them understand others' lives and apply new knowledge.** Daily worship includes familiar words and actions, creating a strong sense of belonging and Anglican identity. Pupils have regular opportunities to lead worship. The collective worship council prepares the space and leads prayers and reflections. This gives pupils responsibility and ownership within worship times. Strong partnerships with local churches enable families to join celebrations of Christian festivals. Visits from external contributors, including a Christian music group, and use of the spiritual garden further enrich collective worship experiences. These opportunities deepen pupils' spiritual awareness and encourage personal reflection.



Vision and School Culture

Building strong relationships with families is a key priority for the school. Staff, including leaders, take time to welcome pupils and understand individual needs. As a result, staff respond quickly when pupils or families face challenges. Pupils understand that others may experience emotional difficulties and know how to access available support systems. These provide targeted support that strengthens pupils' emotional awareness, resilience, and ability to manage their feelings effectively. Consequently, pupils behave consistently well and show genuine care and respect for one another. An enthusiastic ethos group strengthens this culture by giving pupils a voice in shaping school life. Other pupil leadership roles, including school council and junior safety officers, promote responsibility and service. For example, a pupil led the introduction of a Christian value award. These opportunities enable pupils to contribute positively to the community and model Christian values in action. A strong sense of belonging and effective support help staff feel cared for during difficult times. This enables people to live and work well together within a community shaped by shared values. Staff value leaders' thoughtful actions in supporting wellbeing and professional development. This fosters a culture of trust, honesty and respect, enabling pupils and adults to flourish.

Religious Education

Leaders prioritise RE and ensure that the broad curriculum includes a range of faiths and worldviews. They continually strive for an inspiring RE curriculum with relevant, high-quality resources to support pupils' learning and maximise its benefits. Pupils explore Christianity as a global faith through varied learning experiences. For example, they researched Christmas celebrations in different countries to deepen their understanding. Pupils confidently explain how RE helps them understand other faiths and their own beliefs. They understand the importance of learning about different religions to promote respect for others. Pupils link this understanding to teachings such as the Parable of the Good Samaritan. However, limited consolidation of prior learning within curriculum planning restricts pupils' understanding and their ability to make meaningful connections across different faiths. The use of 'big questions' stimulates curiosity and encourages further exploration within RE. Consequently, pupils enjoy the subject and are keen to learn.

Vision, Justice and Responsibility

Christian values guide how people treat one another within the school. A strong sense of justice ensures that pupils look after each other and celebrate individual success. Thus, creating a happy and harmonious school environment. Pupils are given many opportunities to take on leadership roles within school life. These develop a sense of responsibility and confidence, assisting pupils to think beyond themselves. This inspires pupils to support numerous charities through fundraising and active participation within the local community and beyond. During the year, for example, food is collected for the local food bank. These opportunities empower pupils to respond with courage and conviction to injustices. Individual pupils take responsibility to champion causes that are meaningful to them. For example, junior safety officers have campaigned for speed restrictions for the main road through the village. A pupil has strengthened local community links by involving local gardeners in helping plant the spiritual garden. As a result, they are developing as thoughtful, informed individuals who seek to make a meaningful difference in their world.

Information

Address	Broxton Road, Clutton, Cheshire, CH3 9ER		
Date	29 April 2026	URN	145076
Type of school	Academy	No. of pupils	41
Diocese	Chester		
MAT	Chester Diocesan Academy Trust		
MAT Chair	Neil Dixon		
Headteacher	Nic Badger		
Chair of Governors	Nikki Perry		
Inspector	Anne Collins		