

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stanton-in-Peak Church of England Primary School

Vision

As a community we nurture our pupils' spiritual, moral, social and cultural development with the aim of encouraging children to live life in all its fullness through the Christian values of love, respect, empathy, belief and kindness. We do this through our love of life and the great outdoors encouraging the children to be stewards in God's world, spreading his love and light.

Stanton-in-Peak 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 is transformative across the school, underpinning its work and shaping its distinctiveness. Leaders and governors live out their commitment to the vision, ensuring that pupils are enabled to flourish and experience 'life in all its fullness'.
- The curriculum is inspired and shaped by the Christian vision, offering rich and varied learning opportunities. Pupils gain knowledge and skills which enable them to flourish academically, socially and spiritually.
- Collective worship flows directly from the Christian vision and is central to the school's spiritual life. It provides pupils and adults with meaningful opportunities to reflect and respond, supporting their spiritual development.
- Relationships across the whole school community reflect the Christian vision. Pupils and staff show care and kindness towards one another, value the importance of empathy, and enjoy learning, working, and living well together.
- Pupils articulate a clear understanding of justice. They are able to make ethical choices and recognise their role as agents of change. As a result, they make a positive difference within their local and wider communities.

Development Points

- Ensure pupils continue to flourish in religious education (RE) through the enhanced balance of worldviews and religions. This is so that pupils have a greater understanding of the rich variety of beliefs, practices, and perspectives that shape their diverse world.



Inspection Findings

Vision and Leadership

The Christian vision is the golden thread that runs through school life. Leaders and governors live out this vision consistently, ensuring that pupils and adults flourish. They model love, respect, empathy, belief and kindness in their actions and decision-making. Leadership ensures that staff feel supported, valued and included in shaping the ethos and curriculum. As a result, staff feel empowered and motivated to contribute to the life of the school. They demonstrate a strong sense of ownership over the ethos and curriculum. The approach leads to consistency in practice and a shared commitment to the school's vision. Governors understand the challenges of leading a small school with limited staff and resources. They balance ambition with care, ensuring decisions support both achievement and wellbeing. High expectations are maintained, while recognising that lasting success depends on nurturing staff and pupils alike. Leaders are visible and approachable, engaging with pupils, staff and families personally. As a result, pupils, staff and families feel listened to and valued, which fosters open communication and a sense of belonging.

Vision and Curriculum

The school's Christian vision shapes and inspires the curriculum. Rooted in the values, it ensures that pupils flourish academically, socially and spiritually. Pupils learn not only to achieve academically but also to grow in confidence, resilience and moral awareness. The curriculum offers a wealth of enrichment and creative opportunities. This includes residential visits, swimming, forest school, music tuition and a wide range of extra-curricular activities such as sport and art. These experiences foster pupils' confidence, independence, joy and teamwork. In this way it promotes curiosity, reflection and a deeper appreciation of God's creation as a gift to be valued and cared for. Pupils talk enthusiastically about their experiences, confirming that they feel supported to flourish in school life. Their learning is carefully tailored to meet individual needs, including those with additional needs, ensuring individuals can flourish. Governors carefully monitor curriculum delivery. This ensures that it remains consistent with the school's Christian vision and continues to provide life in all its fullness for pupils.

Worship and Spirituality

Collective worship is at the heart of the school's spiritual life. It is invitational, inclusive and deeply engaging. Worship flows directly from the Christian vision and embodies the school values. As a result, pupils thrive within a nurturing environment that shapes their daily interactions and personal growth. Worship is often led by pupils from the collective worship group. They relish the opportunity to participate by lighting candles, reading prayers and leading reflections. Therefore, a shared responsibility and creativity in worship are promoted, leading to deeper engagement and more thoughtful contributions. Pupils describe worship as making them feel 'special' and part of a community, especially when leading services in church. They also affirm that it provides comfort in times of worry and inspires hope when facing challenges. Pupils can reflect on their spirituality in nature, thinking deeply about faith, creation and their place in the world. Such reflection strengthens the sense of community, uniting pupils around the school's values.



Vision and School Culture

The Christian vision creates a culture underpinned by the school values. It inspires a community where there is a strong sense of belonging, mutual respect and Christian love. This is evident in the way pupils, staff and families treat one another. Relationships across the community are strong, reflecting Christ's commandment to love one another. Pupils develop secure friendships that demonstrate empathy and kindness. Behaviour is excellent, not simply because of rules, but because pupils understand and embody the values of the vision. As a result, pupils to become confident, happy and motivated learners. One parent stated that the school has transformed their child's life. Leaders and staff know families personally, ensuring that they feel valued and included. Parents feel welcomed and know that they can approach staff with any concerns. Staff report feeling respected, supported and included in decision-making. Newly qualified teachers and part-time staff are given equal opportunities to shape the ethos and curriculum of the school. In this way, a culture of trust and collaboration is created.

Vision, Justice and Responsibility

The Christian vision underpins a culture where positive relationships flourish, balancing individual freedom and rights with a deep sense of responsibility towards others. Pupils demonstrate this through restorative approaches to resolving conflict and buddy systems. They are courageous advocates, committed to fairness, equality and service to others. Added to this they confidently articulate their understanding of justice and make ethical choices rooted in Christian teaching. Leaders embed principles of justice in the curriculum. This is done through topics that explore historical and contemporary injustices, such as human rights, climate change and social inequality. Lessons in subjects like RE, personal, social, health, and economic education (PSHE) and geography prompt discussion and reflection. As a result, pupils seek and accept responsibility for their choices and actions. Pupils act as stewards of creation, taking part in pupil-led environmental initiatives such as litter picking and promoting sustainability. They see themselves as agents of change and talk about their voices and actions, no matter how small, making a positive difference. Worship reinforces this purpose, encouraging pupils to reflect on fairness and to stand up for what is right.

Religious Education

RE reflects the school's Christian vision and is given parity with other core subjects. RE teaching encourages pupils to be curious, ask questions and think deeply about matters of faith and belief. Lessons encourage pupils to consider big questions, building theological literacy and spiritual reflection. Staff are supported through diocesan training and mentoring, ensuring high-quality provision. Governors monitor RE and confirm that it plays a vital role in the spiritual and academic life of the school. Pupils with additional needs are fully included in all aspects of RE, reflecting the school's inclusive ethos. The RE curriculum presents Christianity as a global faith while deepening pupils' understanding of other worldviews and religions. This broad approach develops empathy, respect and understanding of diversity. Pupils are developing an understanding of a range of worldviews and religions. They recognise the rich variety of beliefs, practices and perspectives that shape their diverse world. Planning in RE is serving to sustain and enhance this balanced approach. In this way pupils are deepening their understanding further and continuing to flourish in a multicultural society.

Information

Address	School Lane, Stanton-in-Peak, Matlock, Derbyshire, DE4 2LX		
Date	01 October 2025	URN	112856
Type of school	Voluntary controlled	No. of pupils	66
Diocese	Derbyshire		
Headteacher	Alexia Wyer		
Chair of Governors	Adrian Thornhill		
Inspector	Daniel Walls		