

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

### Riseley Church of England Primary School

#### Vision

Our overarching vision is for every member of the school community at Riseley Church of England Primary School to 'flourish fully in life and learning'. We are therefore striving to create a healthy and enriching environment for each person to flourish and reach their God-given potential, just as the soil provided the best conditions for the seed to grow in the Parable of the Sower which Jesus tells us in Mark 4.

Riseley 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 school's Christian vision of 'flourishing fully in life and learning' has biblical roots in the Parable of the Sower. It shapes an inclusive and aspirational culture where pupils are nurtured to grow.
- The approach to behaviour using Christian values, grows a culture of respect, reconciliation and wellbeing.
- Pupils are supported to flourish emotionally and socially through strong pastoral relationships.

#### Development Points

- Embed the Christian vision so that it guides strategic decisions and its impact is monitored by leaders, including governors.
- Enrich approaches to collective worship. This is so that those present are fully supported to develop spiritually.
- Develop routine, rigorous monitoring of religious education (RE). This is in order to secure greater consistency in pupils' experience of the subject.



## Inspection Findings

The school's Christian vision, 'flourishing fully in life and learning', is beginning to influence relationships and decision-making. Rooted in the Parable of the Sower, it speaks of creating 'good soil' for members of the school community to grow. Pupils refer to flourishing as growing like a flower and recognise that this is part of their school vision. It underpins strong relationships. Staff create a caring, inclusive ethos, providing thoughtful pastoral support, especially for those with additional needs. Relationships are nurturing and trusting. Leaders are aspirational and spirited in their intent to place the vision at the heart of their work. While staff and pupils can explain what the vision means in daily life, few make clear links to its biblical foundation. Likewise, the vision does not yet inform strategic planning, curriculum development, or ongoing monitoring by governors. This limits its effectiveness in reflecting the school's Christian foundations. Leaders recognise the need to deepen its biblical clarity and consistent application.

The curriculum is broad and inclusive, supporting pupils to grow academically, socially, emotionally and spiritually. Outdoor learning is a valued part of this, encouraging teamwork, reflection and resilience. Pupils describe it as a time to explore and help each other. Leaders have shaped a personal growth programme that promotes emotional wellbeing and character development. This framework helps pupils connect Christian values to their learning and behaviour. Curriculum adaptations facilitate inclusion, ensuring pupils access learning that meets their needs. Pupils increasingly talk about values such as kindness and perseverance and consider on how these shape their actions. Opportunities to reflect and explore big questions support pupils' spirituality. Through storytelling, outdoor learning and personal development, pupils are encouraged to consider others and explore what matters in life. The Christian vision is increasingly shaping the curriculum, with leaders drawing on the Parable of the Sower to frame growth, purpose and reflection. Staff are committed to helping pupils flourish. This commitment is seen in the way pupils gain confidence, show care for others and engage positively in school life.

Collective worship is a valued part of each day, offering a calm and caring space for reflection and spiritual growth. It is inclusive and invitational, and pupils value it as a time to be quiet, think about others and consider how they can live well. Pupils enjoy coming together for worship. Clergy from the local parish lead worship weekly, enriching the experience through storytelling, prayer and strong links with the church community. Pupils recall Bible stories shared in these times and talk about how they help them understand Christian values. They engage respectfully in worship. It is reflective but lacks varied approaches or theological depth to support sustained spiritual development. Following training from the diocese, new routines have been introduced. This enhances the worship experience through a clearly ordered structure, deepening pupils' opportunities for reflection and spiritual growth.

Strong relationships reflect the school's Christian vision, creating a culture where pupils feel safe, understood and emotionally supported. Staff describe the school as increasingly caring and inclusive. This is evident in the way pastoral care, behaviour strategies and thoughtful adaptations enhance pupils' wellbeing and emotional growth. The behaviour policy is rooted in care, accountability and reconciliation. Pupils talk about values such as forgiveness and kindness, using language like 'helping each other feel better' and 'making things right'. Adults model respect and compassion, creating a secure environment where pupils feel seen and heard. Adaptations for pupils with social or emotional needs are bespoke and thoughtful. Pastoral leaders provide consistent, trusting support, with the buddy bench, circle times and quiet spaces, used well. The school promotes a compassionate culture where staff wellbeing is openly valued.

The school is developing an ethos where pupils act with compassion and courage in response to needs, both locally and globally. Eco Warriors lead recycling initiatives and take part in national projects, for example, the Big Plastic



Count, which inspire others to care for God's creation. Pupils support charities such as the local foodbank and high profile national fundraising days. They speak with pride about 'trying to make the world fairer'. These actions are rooted in Christian values such as kindness, service and justice. Pupils are beginning to connect their choices with messages from worship and lessons. Some speak about acting out of love and responsibility for others. Through these experiences, pupils learn that they can make a difference. Their commitment to advocacy is growing, and staff encourage them to reflect on how their compassion links to the school's vision of flourishing.

RE is a valued part of the curriculum and enables pupils to explore a range of beliefs and worldviews with respect and curiosity. Pupils talk enthusiastically about the faith week and describe RE as fun and important. The curriculum draws on a variety of resources to teach Christianity, Islam, Judaism and other worldviews. Teachers value RE as a subject that allows pupils to ask big questions and reflect on different beliefs and worldviews. This supports the school's vision by helping pupils grow in understanding, empathy and spiritual awareness. However, the implementation of the RE curriculum varies, with differences in depth, coverage and recorded outcomes across year groups. Leaders recognise these gaps and have begun to strengthen provision through clearer expectations and a renewed curriculum focus, in line with the school's vision.

Pupils are accurate in describing RE as a subject where they understand others and explore what people believe and why. Pupils engage with a range of religious ideas through discussion, storytelling and written response. The majority of pupils' work reflects curiosity and thoughtful engagement with religious concepts. However, teacher confidence in delivering RE differs across the school. Therefore, the depth and quality of pupil work varies. The absence of rigorous monitoring by leaders, including governors, limits their ability to evaluate pupils' understanding and progress in RE.

## Information

Address	High Street, Riseley, Bedford, Bedfordshire MK44 1DR		
Date	02 July 2025	URN	109624
Type of school	Voluntary aided	No. of pupils	152
Diocese	St Albans		
Headteacher	Leigh Pointon		
Chair of Governors	Catherine Veitch		
Inspector	Anthony David		