

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Netherton Church of England Primary School

Vision

‘Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.’ 1 Timothy 4:12

Our vision is at the core of everything we do. We endeavour to provide our children with the necessary tools so they ‘can do it’.

‘Make a difference to everyone.’ – We create an environment where all have equal opportunities for academic and spiritual growth. We encourage our children to seek challenges and aspire to be the best they can be, knowing they are loved and accepted as a unique child of God.

It is our hope and through our words of wisdom that everybody can fulfil dreams to have the best chance of a happy future.

Netherton 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

- Inspired by the Christian vision, leaders take bold and courageous decisions, which impact positively on the lives of adults and pupils. As a result, people thrive, including in challenging times.
- The vision, rooted in biblical teaching, is deeply embedded. Individuals are loved, accepted and enabled to grow, reflecting the vision’s strapline that they ‘can do it’.
- The vision ‘makes a difference’ for members of the school community, especially those who have additional needs. This promotes a keen sense of belonging and of feeling valued.
- Collective worship is at the heart of daily life. It impacts significantly on participants, allowing them to flourish spiritually.
- RE, supported by the trust and diocese, is led effectively. Consequently, the carefully crafted curriculum enables pupils to respect different faiths, viewpoints and opinions.

Development Points

- Facilitate pupils’ understanding of spirituality across the curriculum so that they question and consider things around them. This is to enhance their own spiritual journey.
- Provide greater opportunities to enable pupils to challenge injustice. This is so that they can identify ways in which they can ‘make a difference’.



Inspection Findings

Vision and Leadership

The Christian vision permeates many aspects of daily life. It inspires pupils and adults alike. Grounded in biblical teaching, these words of wisdom support the vision. This inspires individuals as they are loved and accepted, nurturing them to grow in the knowledge that they 'can do it'. Consequently, members of the school community flourish. Additionally, leaders acting with integrity draw on the values to 'make a difference' and thus have high aspirations. This results in bespoke opportunities to learn within the classroom and beyond. Staff are inspired by the vision, which leads to their own personal growth as individuals. Diocesan training empowers leaders to recognise the importance of the vision. This impacts positively on the culture. Strong, mutually beneficial partnerships with the trust and local churches further enhance this work. Governors and directors effectively monitor and evaluate the impact of the vision. Leaders also benefit from the valuable contributions by key church members, tasked with overseeing the school's Christian distinctiveness. Therefore, there is a clear understanding of the strengths and priorities for further development as a Church school.

Vision and Curriculum

The Christian vision, alongside trust expertise, shapes the curriculum and comprehensive extra-curricular offer. Teachers draw on the rich history of Netherton to craft a curriculum that enables pupils to understand their diverse community. It promotes occasions to explore the natural environment, the historical industrial legacy and the current community. The success of this work is recognised through a national award. Staff invest in ensuring that pupils access a wealth of after-school activities. These widen horizons and give experiences beyond the local community, which in turn raises pupils' aspirations. Examples include performing at a dance festival in a public auditorium and playing sporting fixtures in a stadium. Careful consideration of what spirituality means for pupils at Netherton results in thoughtfully planned activities throughout the curriculum. Challenging questions posed in lessons offer chances for pupils to think deeply and grow spiritually. Whilst staff are confident in this aspect of their work, pupils' ability to recognise their spiritual encounters is limited. This restricts their spiritual development. Leaders take bold and courageous decisions to support pupils' success. Resources are sensitively targeted to create a learning experience that is tailored to the specific needs of individuals. Consequently, thoughtful areas, such as the Burrow and the Hive, deliver a bespoke environment for key pupils. Difference is respected by pupils and adults, which means that those who have additional needs flourish.

Worship and Spirituality

Collective worship, underpinned by the school's values, is central to daily life. Whether collectively in the hall or in classrooms, comprehensive and well-planned worship offers a calm start to the day. Individuals are encouraged to leave their challenges, worries and frustrations behind. Those involved are offered dedicated time to pray and reflect, bringing both solace and joy. People sing as they enter the hall, which creates a collective sense of belonging. The values of perseverance, acceptance, forgiveness, fairness, respect and positivity are exemplified in a lively and interactive way. Leaders draw on Bible stories and Anglican traditions to deepen participants' understanding. Pupils who have additional needs are sensitively assisted so that they can actively take part. Established partnerships with both St Andrew's and Ebenezer churches result in individuals encountering a diverse range of worship styles and experiences. Monitoring and evaluation demonstrate worship's positive impact on the lives of staff, pupils, their parents and carers. Hence, individuals flourish spiritually. Leaders use the outcomes to shape further opportunities for spiritual development.

Vision and School Culture

Strong relationships, inspired by the vision and values, enable individuals to thrive. Leaders, nurtured by the trust and diocese, are relentless in their endeavours to establish fruitful relationships. This results in a cohesive community who feel supported and valued. Families are cared for sensitively in difficult times and situations. Pupil wellbeing ambassadors employ a restorative approach to resolve issues. This enables trust to develop, which leads to pupils and their parents and carers feeling accepted and loved. Over time, the vision has been a key driver in changes to policies and practices. This ensures that these documents are an embodiment of it alongside the commitment to enhancing people's wellbeing. The personal, social, health and



economic curriculum offers pupils experiences to learn how to manage their own mental health and wellbeing. Staff benefit from a range of resources sourced by the trust. This includes an app that provides access to medical services. The local churches work together to enrich this support including a wellbeing lunch for staff. Collectively, these result in staff feeling cherished.

Vision, Justice and Responsibility

The biblically inspired vision shapes an active culture of justice and responsibility in many areas of daily life. It underpins secure relationships amongst community members and is the foundation for the established partnerships, which the school values. There is an embedded culture of respecting differing opinions and people disagree well together. This results in individuals valuing diversity. There are extensive opportunities available for pupils to act as leaders. This enables a significant number of pupils, across different year groups, to take responsibility. For example, lunchtimes are enhanced by sports leaders facilitating a range of activities for their peers to enjoy. Wellbeing ambassadors co-ordinate resources for the local food bank and visit the local care home. Thus, a growing number of pupils have a voice to influence change within school. The curriculum provides a range of activities where pupils are taught about how to challenge injustice. However, there are limited occasions for pupils to act upon this. Consequently, this inhibits their ability to identify ways in which they can affect change and 'make a difference'.

Religious Education

As a result of highly effective and enthusiastic leadership, the RE curriculum is ambitious and well-sequenced. Appropriate choices inform subject content so that it is meaningful and relevant to pupils. Staff prioritise RE within the curriculum. Quality training for teachers draws on diocesan and trust support, alongside findings from monitoring and evaluation activities. This ensures that staff are equipped with accurate subject knowledge and a range of skills. Consequently, teachers are inspired to teach and pupils to learn. RE lessons include planned opportunities to cultivate individuals' knowledge of key Christian beliefs, alongside those of various faiths and worldviews. This enables pupils to develop an understanding of the multicultural and diverse world in which they live. Therefore, pupils listen to one another's viewpoints and value different opinions. Although in the early stages, recent developments promote a range of enquiry skills. This extends pupils' understanding of the subject.

Information

Address	Highbridge Road, Netherton, West Midlands, DY2 0HU		
Date	15 September 2026	URN	144418
Type of school	Academy	No. of pupils	380
Diocese	Worcester		
MAT	Diocese of Worcester Multi-Academy Trust		
MAT Chair	Chris Stephens		
Headteacher	Kathryn Harvey		
Chair of Governors	Alison Hickman Smith		
Inspector	Helen Robertson		