

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Blaby Stokes Church of England Primary School

Vision

For I know the plans I have for you declares the Lord.

Plans to prosper you and not to harm you, plans to give you hope and a future.

Jeremiah 29:11

Blaby Stokes 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 a living reality for school leaders and drives their decision making. As a result, pupils and adults flourish.
- Leaders ensure the curriculum is rooted in the Christian vision and tailored to the needs of its pupils. This makes a significant impact to their overall development.
- Collective worship is valued by staff and pupils as a meaningful time to come together. It is deeply rooted in the vision and associated values of the school. It brings the school community together and enhances the spiritual development of those present.
- Shaped by the Christian vision, leaders ensure a strong culture of inclusion is at the heart of this school's work. Pupils are accepted and embraced as unique individuals. As a result, they are helped to overcome difficulties and succeed in school.
- Religious education (RE) is enjoyed and valued in this school. The well-planned curriculum gives pupils a firm foundation in this important subject.

Development Points

- Develop and embed robust systems that enable the impact of the Christian vision to be monitored and evaluated. This is to ensure clear priorities for development are identified and systematically drive the school improvement plan.
- Develop a shared approach and understanding of spirituality that is accessible for all. This is to support staff in planning opportunities across the curriculum and enrich the spiritual flourishing of pupils.
- Deepen pupils' understanding of justice. This is so they are equipped to identify and respond to issues of injustice, making a positive difference to others.



Inspection Findings

Vision and Leadership

Blaby Stokes School is a happy, welcoming school where the Christian vision, rooted in Jeremiah 29:11 is well known, understood and lived out daily. Pupils and adults alike show a deep sense of ownership and commitment to this vision. It inspires pupils and raises their aspirations. The ambition for all to 'prosper' as well-rounded individuals lies at the heart of decision making, plans and policies. For example, leaders prioritise wellbeing alongside academic success, creating a culture where pupils feel safe, supported and ready to learn. The Christian vision aligns closely with the pillars of the Learn Academies Trust (MAT) – equity, wellbeing and excellence. This seamless partnership, alongside those with the church, local community and diocese, deepens the impact of the vision. However, there are insufficient systems in place for governors to monitor the impact of the Christian vision. As a result, opportunities for targeted improvements are sometimes missed. Pupils demonstrate thoughtful responses and actions when learning about the Christian values chosen to support the vision. They explain how these values inspire them to be the best they can be. The values of respect, kindness and success are lived out daily. Pupils are keen to be part of the 'always' club on a Friday. This is a special time for those who 'always' demonstrate the values.

Vision and Curriculum

The vision underpins a curriculum that is intentionally shaped by the needs of the community and strategically designed to remove difficulties to learning. It was specifically written with Blaby as the starting point. Golden themes run through the curriculum. These are relevant to pupils and their local community, for example trade, the reason for travel and population changes. Opportunities for educational visits are built into the curriculum. Planned visits to places of interest in the locality such as the Battle of Bosworth site, Richard III museum as well as the theatre, help to bring learning to life. Pupils who have special educational needs and/or disabilities (SEND) access the curriculum through personalised learning. Wide-ranging interventions and carefully tailored provision support those facing challenges. In addition, 'the nest' benefits those who need a tailored approach through its bespoke support. There is a rich culture of inclusion within the school. Leaders have rightly identified spiritual development as a school priority. A shared approach to spirituality is not embedded and opportunities are not intentionally planned across the curriculum. This means that the power of the curriculum to nurture pupils' spiritual growth is underdeveloped.

Worship and Spirituality

Collective worship is typically a joyful and engaging experience. The supporting Christian values, Bible teaching and exploration of real-world issues, gives pupils and adults the opportunity to reflect. They consider who and what matters in life. This fosters a good sense of moral and social responsibility and enhances spiritual growth. Rooted in the Anglican tradition, worship is carefully planned. Moments of stillness and reflection are valued, which nurture body, mind and spirit amid the busy day. Staff state that, 'It is good to have time to reflect, a calm time to sit and think.' Prayer and reflection are an integral part of worship, promoting spiritual development. The week begins positively with celebration worship. Here, successes are celebrated and this special time is valued. Parents and carers state that being awarded a postcard for demonstrating one of the school's values 'is a really big deal for the children'. This in turn, helps the school community to reflect on the impact of the values. Clergy and youth leaders from the wider church community lead worship regularly in school. Their contribution improves pupils' understanding of Christian teaching and supports spiritual flourishing.

Vision and School Culture

The impact of the vision can be seen as pupils 'prosper' and have their needs met as whole and valued individuals. A harmonious atmosphere ensures that they feel secure with high levels of support for their emotional and mental wellbeing. Therefore, they feel safe and confident. There are many different resources to



support pupils, both practically and emotionally. Staff use a range of strategies and draw effectively on professional advice, including support from the trust, to ensure their needs are met. The wellbeing of adults is well supported. For example, when moving classrooms, members of the PTA arrived with treats and All Saints church pray regularly for the staff. The core Christian values of the school shape relationships that are lived out daily between pupils and adults. As one younger pupil said, 'We are kind and show respect to each other.' Pupils are happy, friendly and eager to learn. When disagreements arise, they are supported by staff to restore relationships through reflection and forgiveness. Pupils can request a pass for 'the lodge', a quiet place to spend lunchtime. This is highly valued and a sanctuary for many pupils. The school's vision guides this culture, promoting a sense that every member of the school community is loved, worthy and capable of success.

Vision, Justice and Responsibility

Through a wide range of leadership roles, pupils know their voice is important and are keen to be part of the worship team, rights respecting schools and wellbeing ambassadors. These roles develop confidence, communication and thinking skills. Pupils are involved in supporting the local care home. They write, visit and sing to the residents throughout the year. This demonstrates their care for others and impacts their understanding of their unique place in the community. The school demonstrates a strong sense of justice and responsibility, working closely with the trust to support selected charities through a variety of fundraising initiatives. Pupils are encouraged to find ways to put things right when encountering injustice in school. They reflect on right and wrong, showing a developing sense of responsibility and moral reasoning. However, they are less confident in expressing their viewpoints or suggesting actions they could take. Therefore, they are not enabled to become active change-makers who challenge injustice and advocate for fairness.

Religious Education

The RE curriculum is effective. It enriches pupils' understanding of a range of religions and worldviews. Leaders ensure that RE has a high profile across the school. Staff are provided with training from both the diocese and the trust to help them plan accurate and engaging lessons. 'Knowledge organisers' make clear to pupils what they will learn about and the vocabulary they should understand and use. This builds upon what they have already learned and becomes more challenging as they get older. Consequently, this effective curriculum makes provision for pupils to develop a secure knowledge and understanding of a range of religions and world views, including Christianity. For example, they talk knowledgeably about the five pillars of Islam and their importance to Muslims. Staff value RE as a core subject and are proud of the work pupils produce.

Information

Address	Queens Road, Blaby, Leicester, LE8 4EG		
Date	30 January 2026	URN	145488
Type of school	Academy	No. of pupils	197
Diocese	Leicester		
MAT	Learn Academies Trust		
MAT Chair	Amanda Callear		
Headteacher	Rachel O'Hara		
Chair of Governors	Nathan Bunting		
Inspector	Jane Davis		