

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Condover Church of England Primary School

Vision

We believe that it is really important all children and adults feel loved and supported as part of one family, through trusting relationships in a secure environment. At the heart of this vision is understanding that God loves us and we seek to reflect this love through our actions as a school community and as individuals. Loving relationships between children, our two schools and within our church community are the foundations of success. The mental health and wellbeing of everyone in our school takes place from these strong foundations and therefore ensures personal growth.

Condover 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 deeply rooted in the daily life of this school. It is well known, drives powerful relationships and supports decision making. It forms the essence of the school's community.
- The identified values of love, forgiveness and trust are viewed through a Christian lens and underpin the school's holistic approach and commitment to learning. Adults and pupils are valued and loved for their uniqueness. They are individually known, supported and nurtured.
- Strong, meaningful relationships, founded in love, forgiveness and trust, are highly valued and reciprocated. Therefore, the school and those it serves grow in confidence and flourish.
- Leaders and governors know this school well. Monitoring is robust, delivering strong strategic direction and development. Nothing stands still as this school regularly considers its purpose, striving to serve to the best of its ability.
- Religious education (RE) is highly regarded in the curriculum. Pupils enjoy and value their learning. Teachers are enabled, through continuous professional development and support, to deliver a subject that inspires.

Development Points

- Extend the provision in RE to ensure that pupils gain a broader, more meaningful understanding of diversity within world faiths.
- Expand opportunities to develop the culture and understanding of justice in the curriculum. This is so that pupils take responsibility for making a difference in a range of situations.



Inspection Findings

Vision and Leadership

Leaders know this school well and ensure that the vision and values of love, forgiveness and trust are a living reality. These drivers are fully understood and embraced, supporting the sense of family that is so important to the ethos. This determination enhances daily interactions and experiences, enabling a true sense of care and belonging. There are strong relationships between school and the Diocese of Hereford Multi- Academy Trust (DHMAT) at all levels that enable this community to flourish. The alignment of their two visions adds strength to their commitment, both having a strong sense of family and service at their core. Governors are dedicated to their role, offering support and challenge to benefit school development. Monitoring is robust and impactful, leading to continual reflection and improvement. Leaders have a strong understanding of the theology, to love and know that you are loved, that underpins the vision. This gives direction to ensuring that love is experienced through their commitment to the role. Adults and pupils know that they are loved and belong in this family, giving the confidence and opportunities to flourish.

Vision and Curriculum

Leaders ensure that the vision gives life and direction to the curriculum. They have created a curriculum that is dynamic, regularly reviewed and considered. This meets the needs of the pupils, particularly as they move to mixed aged classes in Key Stage 2. It carefully and sensitively widens horizons, raises aspiration and supports pupils to develop academically and spiritually. There is an understanding of the interconnectedness of opportunities to explore and develop spirituality within the curriculum. Pupils understand the importance of windows (learning), mirrors (reflecting) and doors (responding) to access learning and consider their personal responses. By consistently using this format, spiritual awareness is developing, enabling pupils to recognise and discuss their personal growth. The introduction of big questions into the curriculum ensures that spiritual development is planned for as well as incidental. Therefore, pupils have the opportunity to explore spiritual growth, whilst demonstrating an increasing ability to listen to the ideas of others. Through the deep understanding of the values, pupils, including those deemed vulnerable, are developing the confidence to share their thoughts and opinions. They enjoy learning and clearly articulate their understanding of the topics, making links with previous learning and demonstrating personal development.

Worship and Spirituality

Coming together for collective worship is integral to the daily life of this school and the spiritual flourishing of adults and pupils. They appreciate this time as an opportunity to be together as a school family, a daily time for reconnection and personal development. It is a time that binds the school community and reinforces the vision to show and share love. Adults and pupils are welcomed into worship and invited to take part. Worship leaders value their role. They support the structure and lead on special occasions in school and church. They act as role models, encouraging participation and leading singing. Adults are enabled to lead worship through professional development, clear guidance and support. Pupils benefit from a repeated structure. They readily share their thoughts about worship and spiritual growth in conversations, discussions and journals. Despite the lack of a vicar, relationships have been maintained and are highly valued. Regular services are held in St Andrew and St Mary's church which parents, carers and pupils enjoy attending. These opportunities bring the school family and the wider community closer together, building and enhancing a reciprocal relationship.

Vision and School Culture

The wellbeing of all in this school is paramount. Driven by the vision, leaders strive to bolster each member of the community with love and support, through a sense of belonging. Adults, pupils and their families are known as individuals. They feel valued, supported and enabled to learn, develop and succeed. Pupils know and look out for each other, with older pupils taking care of and responsibility for the younger ones. This reinforces the



feeling of family, which spills over outside of school, developing confidence from the earliest stage. The buddy system is highly valued by parents and pupils. Parents and carers of pupils deemed vulnerable and those who have special educational needs and disabilities (SEND) describe feeling wrapped in the family of Condover. This supports their sense of belonging and wellbeing. They claim nothing is too much trouble for adults in this school, who go the extra mile to support their families. Pupils understand about inclusion, empowering them to show love through kindness. As a result, they are more aware of the needs of others and their personal responsibility to support each. This determination to ensure personal flourishing extends to adults through career development and opportunity. Adults report feeling listened to as individuals, developed and fostered by leaders. They report being given opportunities, by DHMAT, to enhance their professional development through structured network groups.

Vision, Justice and Responsibility

Leaders are clearly aware of their context. Consequently, themes that champion justice and diversity are woven throughout the curriculum. Through their awareness of others, pupils have a strong sense of responsibility towards each other. This can be seen through the buddy system, with older pupils actively supporting those new to school. Every pupil is given the opportunity to experience leadership at some point in their Condover journey. Through these leadership roles, the sense of responsibility for self and others deepens. Pupil voice in school is particularly strong, with their involvement in decisions being evident. For example, pupils sit on a safeguarding committee and so they contribute to the whole school ethos. Pupils have a growing understanding of justice. They appreciate the importance of treating others as you wish to be treated. However, they have not developed the understanding that justice and responsibility are both needed in order to make a difference.

Religious Education

RE is effectively led. It has high priority, being enjoyed by pupils, who value its importance. Leaders, through RE networks, ensure that current best practice is sought, considered and developed. A clear teaching approach develops pupils' knowledge of a range of religions. They appreciate why they learn about difference, similarity and understanding of other faiths, religions and cultures. However, an understanding of diversity within each religion is limited. It is a subject where voices are heard and learning happens. Moderation of standards across the DHMAT schools ensures a challenging, balanced curriculum offer.

The quality of teaching is closely monitored and supported. Leaders prioritise professional development, enabling confident teaching. Good quality resources support the learning and teaching. Teachers feel empowered to ask for advice and clarification when needed. Evidence in books and through discussions indicates high levels of engagement, challenge and expectation. Pupils clearly articulate their learning. Assessments are well established and highlight pupils' knowledge and understanding. The flashback and challenge start to each lesson reinforces thinking, supports next steps and informs planning. The quality of the RE provision has a positive impact on the development of pupils. Based in strong, trusting relationships, it encourages pupils and adults to discuss, consider and evolve ideas in a safe environment.

Information

Address	Station Road, Condover, Shrewsbury, Shropshire. SY5 7AA.		
Date	15 October 2025	URN	145275
Type of school	Academy	No. of pupils	114
Diocese	Hereford		
MAT	Diocese of Hereford Multi-Academy Trust		
MAT Chair	Andrew Teale		
Headteacher	Rebecca Elvins (Head of School) Kerrie Lewis (Executive Headteacher)		
Chair of Governors	Chris Breakall		
Inspector	Caroline Unitt		