

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dilhorne Endowed Church of England Primary School

Vision

Love one another, love the world

Dilhorne is a loving community where everyone is trusted to love one another and the world. We live in peace and harmony, building friendships and hope. We learn to love and value our beautiful school inhabitants and its surroundings as part of God's creation and recognise our role as stewards in this.

Trust, Mindfulness, Peace, Friendship. Genesis 1 (verse 26 describes being stewards)

Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground."

Dilhorne Endowed 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 of love is central to the school and drives leaders' actions. They make bold decisions that meet the needs of pupils and adults effectively. This results in a thriving school community.
- The vision shapes a school culture where leaders prioritise the wellbeing of pupils and adults. Leaders put in place a range of supportive strategies so that pupils and adults feel loved and valued.
- Inspired by what they learn, pupils develop a deep understanding of how to take responsibility for others and their world. They actively respond to make a positive difference within and beyond the school.
- Collective worship is well planned and led. Pupils and adults are given an engaging range of opportunities to develop spiritually. They reflect deeply and this helps them to make wise choices and connections with others.
- The well-planned religious education (RE) curriculum inspires pupils to explore a range of beliefs in depth. Thoughtful discussions enable them to develop their own perspectives and worldviews.

Development Points

- Use the school's shared understanding of spirituality to plan experiences across the curriculum to nurture pupils' spiritual growth.
- Develop the assessment systems in RE to support effective teaching and learning. This is so that gaps in pupils' learning are identified and addressed to improve their progress.



Inspection Findings

Vision and Leadership

Led by a clear and inspiring vision, the dedicated leadership team has created a culture where pupils and adults flourish together. It shapes daily interactions, influences decision-making, and guides the community's understanding of what it means to live well together. For example, leaders ensure that pupils in this small, village school have many opportunities to join with pupils from similar schools. As part of The Moorland Primary Federation, they partner with other pupils to broaden their experiences. The four key values of trust, mindfulness, peace and friendship are intentionally woven through school life. As a result, the vision has a profound impact. It raises pupils' aspirations and deepens their understanding of the world around them. Pupils confidently use the language of their Christian values when reflecting on their actions and relationships, demonstrating maturity and compassion. Thus, the school radiates a warm, welcoming and loving environment where individuals feel valued, supported and inspired to succeed. Leaders from the trust enhance the work of the school. Access to professional advice and high-quality training ensures that staff are equipped with the skills that they need to flourish.

Vision and Curriculum

The school's vision shapes leaders' decisions about the curriculum, ensuring that they create an environment where pupils can flourish in their learning. In valuing each pupil, leaders plan a curriculum that is adapted to meet the diverse range of needs within the school. By focusing on individualised support and skilfully adapting teaching, staff ensure that lessons are accessible and engaging. Thus, pupils, including those who have additional needs, succeed academically and personally. Leaders understand the key role that spiritual development plays in fostering pupils' reflective thinking, values and sense of purpose. Opportunities are explored as they arise within the curriculum. However, because experiences are not intentionally planned, the curriculum does not enable pupils to engage with aspects of spirituality fully. Enrichment activities, including sports, choir and caring for animals on the school farm, are thoughtfully designed to complement the academic curriculum. The broad range of experiences enables pupils in this rural location to develop wider relationships and confidence as they explore their unique gifts and talents.

Worship and Spirituality

Collective worship is central to school life and supports the spiritual growth of pupils and adults. Leaders plan themes thoughtfully, based on the school's vision and values. Through the meaningful exploration of Bible stories, pupils understand how Jesus' teachings can help them to make wise choices. For example, the story of the Good Samaritan inspires pupils to care for each other. Leaders regularly evaluate worship to ensure that it remains purposeful and relevant. Daily worship is enhanced through regular moments for prayer and reflection during the day. Pupils value opportunities to engage in offering personal responses in different ways, including within dedicated class worship areas. Pupils enjoy their roles in the worship team. They read prayers that they have written and lead services in church that engage their peers by deepening their thinking in meaningful ways. Pupils and adults are invited to participate in ways that they feel comfortable with, thus respecting the diverse beliefs that exist within the school. Strong partnerships with the local church enrich worship, with regular contributions from members of the church community deepening pupils' understanding of Bible stories. Weekly awards celebrate pupils who live out the school's values, reinforcing the connection between worship and daily life.

Vision and School Culture

Leaders are purposeful and know that flourishing is not defined solely by academic outcomes. Adults model the school's values consistently to teach pupils how to develop loving and trusting relationships. This results in a community where pupils behave with kindness, respect, and an awareness of the needs of others. They delight in celebrating one another's successes, reflecting the school's commitment to recognising each person's worth.



Leaders provide highly effective support for pupils and their families, especially those who are considered more vulnerable. This ensures that the school's Christian vision is lived out and pupils feel safe and happy. Trusting partnerships between leaders, staff and families lead to each child being known deeply as a unique individual and nurtured with genuine love and care. Both adults and pupils feel respected, supported and listened to. This significantly contributes to the school's exceptionally positive and welcoming culture. Leaders prioritise staff wellbeing through promoting work-life balance. Staff value the pastoral support that they receive. Together with a strong culture of professional development, staff are enabled to flourish in their roles. Collaboration with colleagues from other schools in the trust further strengthens their practice.

Religious Education

RE is led by knowledgeable and enthusiastic staff who ensure that the curriculum is challenging and includes a carefully selected range of religions and worldviews. RE is well resourced, and pupils enjoy the subject. It is well structured so that pupils can build on what they have already learnt. Thus, they are confident, articulate, and able to discuss complex ideas thoughtfully. For example, older pupils can evaluate religious and non-religious explanations for the creation of the universe. In ways such as this, the curriculum is effective in enabling pupils to develop their own worldviews. The RE lead has strong links with the diocese and RE networks within the trust. Through accessing relevant training and collaboration, teachers maintain and develop their confidence in delivering the curriculum effectively.

The quality of teaching and learning is sound. Teachers use a variety of effective instructional strategies that engage pupils and support their learning. Pupils demonstrate a secure understanding of key concepts. For example, creative teaching helps pupils to gain a comprehensive knowledge of the core beliefs and practices that shape Muslim life and faith. Leaders monitor and evaluate the impact of teaching and make adaptations to support staff in improving their practice. Thus, pupils, overall, make sound progress in their learning. However, current assessment systems do not adequately identify gaps in pupils' learning so that teachers can adapt their teaching precisely. This limits pupils' progress in some areas. Improvements to the way that teachers assess pupils' work have been identified and are in an early stage of development.

Vision, Justice and Responsibility

The school's vision to love each other and the world fosters a strong sense of justice and responsibility among pupils. Pupils have many opportunities to take on roles that help others, such as within the school council, eco council, worship team, and as gardeners. Through leading, pupils develop a keen understanding of how they can make a difference to others by making ethical choices. For example, through growing fruit and vegetables in the school garden, they understand the positive environmental impact of eating locally grown produce. Pupils recognise the need for change and how to live sustainably, especially through their daily care of the school's farm animals. Through the themes that they explore within collective worship, pupils are inspired to engage thoughtfully with their community and the wider world. Adults involve pupils in organising successful fundraising events for charities. These experiences enable pupils to understand the positive difference that they can make to the lives of others. To broaden pupils' perspectives, leaders provide experiences that bring the wider world into school life. For example, pupils actively support the local foodbank through donations. This partnership deepens their understanding of the impact of poverty and how this can be challenged.

Information

Address	Godley Lane, Dilhorne, Staffordshire, ST10 2PF		
Date	11 February 2026	URN	141770
Type of school	Academy	No. of pupils	55
Diocese	Lichfield		
MAT	The Moorlands Primary Federation		
MAT Chair	Lee Yates		
Headteacher	Craig Broome		
Inspector	Sara Goddard		