Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Cadbury Church of England Primary School

Vision

Rooted in Jesus' promise that faith as small as a mustard seed can move mountains (Matthew 17:20), North Cadbury Church of England Primary School inspires everyone to 'be the best we can be.' We believe every person is uniquely valued by God and called to flourish academically, spiritually, emotionally and socially. Through our FAITH values of Friendship, Ambition, Integrity, Trust and Health, we nurture a joyful, inclusive and aspirational community where all are welcomed, supported and challenged to grow. Together, we celebrate individual gifts, serve others with compassion, embrace life in all its fullness and empower every person to make a positive difference in the world.

North Cadbury 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 has a major role in this school community, driving improvements. It is well understood, promoting high aspirations, so each can be the best person they can be.
- The Christian vision and values inspire a strong culture of inclusion, where all are valued because they are special to God. Support for pupils is tailored to meet specific needs, so they gain self-belief and flourish.
- Leaders are ambitious, lead by example and astutely identify areas to be developed. They create new initiatives, such as launching a new religious education (RE) curriculum.
- The multi-academy trust (the MAT) provides a range of support, notably sharing best practice with the school. Partnerships at all levels enrich the life of this Church school.
- Collective worship plays a pivotal role in daily life. It enables pupils and adults to understand the importance of Christian values and how these shape relationships. Pupils enjoy coming together and times to reflect and be still.

Development Points

- Ensure that opportunities for spiritual flourishing are an integral part of the curriculum. This is to enable pupils to have time for personal reflection on spiritual moments.
- Embed and extend the range of new approaches that pupils use to explore questions and knowledge in RE. This is to allow pupils to consider more deeply the range of beliefs that people hold.
- Enhance pupils' understanding of injustice. This is so they see their responsibility of making a difference for others.

The National Society (Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

Inspection Findings

Vision and Leadership

Leaders recently reviewed the school's Christian vision, ensuring it effectively addresses pupils' needs. They listened to the community, identifying what makes North Cadbury a special place. Pupils demonstrate their ownership of the vision by drawing upon the parable of the mustard seed. They recognise the similarities between the small seed and their own start to learning. Pupils articulate that as they grow, they flourish and help others to thrive. This vision is at the heart of daily life, inspiring and shaping the school's strategic direction. Leaders are ambitious and lead by example, creating a culture of high aspirations, encouraging everyone to be the best person that they can be. Staff and pupils consistently use this language. Staff see their role as living out the vision, so that the difference it makes is clear. Leaders' monitoring is rigorous. Their evaluations are astute and lead to well-focused initiatives, such as raising the importance of spirituality. The MAT adds significant systems to complement this, sharing high-quality practice. This enhances learning and extends the opportunities offered. Local governors are dedicated and listen to parental views. Improvements made as a result include parents being welcomed to worship each week and additional playtime resources.

Vision and Curriculum

A new curriculum, inspired by the vision, enables pupils to flourish. Approaches to learning nurture pupils to become curious, pose their own questions and develop a love of exploring. This deepens their knowledge of the local environment and the wider world. Various opportunities, such as music and sport, allow pupils to recognise new skills, discover their talents, growing self-belief. Leaders hold the view that everyone is special to God and therefore deserves the best they can provide. They follow Jesus' example of reaching out to those who face challenges in daily life. Addressing pupils' diverse needs is a major focus. Leaders for special educational needs and/or a disability bring significant expertise, enhanced by support from the MAT. Early identification of needs leads to tailored support. For example, pupils are encouraged to recognise and verbalise their emotions. Together with staff they agree personalised strategies that help them to be calm. The welcome given to new pupils is influential, transforming attitudes and expectations, so they find success. A secure understanding of spirituality is agreed and staff create experiences that allow pupils to explore their significance. However, these are not an integral part of the curriculum. Nor do pupils have sufficient time to express their thinking. This restricts their spiritual flourishing.

Worship and Spirituality

Collective worship plays a fundamental role in shaping the school's ethos and culture. The Christian vision enthuses leaders to establish partnerships that enrich worship. The vicar and open the book team regularly lead worship that is eagerly anticipated. Pupils lead the celebration of Christian festivals in church, deepening their understanding of their importance for Christians. They contribute to church projects, such as linking with communities in India. This grows pupils' awareness of Christianity as a global faith. Diocesan leaders provide training, notably in leading worship and spirituality. Improvements include more detailed planning, guiding staff who lead class worship. Identified questions and visual images enrich these times. Worship explores Jesus' teaching, so pupils consider its significance for them. Questions posed during worship, such as where might they find God in school, challenge pupils to think at a deeper level. These are discussed during the week, so their relevance is enhanced. Pupils show a good appreciation of Christian values. They give positive examples of how they shape relationships, such as how to be a good friend. Leaders weave in moments that enrich spiritual flourishing, including reflections, questions

The National Society (Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

and music. Pupils find these times of calm invaluable. They are increasingly confident to articulate their spiritual thinking. Worship is welcoming, allowing adults and pupils to contribute with integrity.

Vision and School Culture

Staff and pupils daily live out the vision in this inclusive and caring community. This stands out in the quality of relationships that pupils and adults make, treating one another with dignity and respect. Leaders are committed to maintaining a culture of equity through offering a variety of experiences that some pupils may not have. This is driven by the vision. These include residentials or opportunities to meet people from a diverse range of careers. This culture prompts pupils to celebrate one another's successes positively. The provision for mental health and wellbeing is thoughtfully planned. Various workshops and themed days highlight the importance of taking care of oneself. They provide pupils with strategies to use when anxious. Leaders nurture staff to grow their talents and manage workload. A good example is where leaders hold fortnightly meetings with teaching assistants so they feel valued. Support given to families in challenging times reflects the vision. This practical support often makes a significant impact.

Vision, Justice and Responsibility

Inspired by the vision, pupils increasingly appreciate that being the best they can be includes making a difference for their community. There is a positive culture of looking out for others. Pupils notice where they show kindness and the difference it makes. Opportunities to develop leadership enrich this, where pupils for instance become eco team members. Leaders use the language of being Jesus' ambassadors and showing respect. Pupils are also beginning to use this language of becoming ambassadors. For example, they volunteer to support peers in learning or act as buddies for younger pupils. Older pupils are more active in the village, supporting the food bank or bell ringing for weddings. Pupils talk of caring for God's creation and they champion the importance of recycling. However, pupils' understanding of injustice is not fully developed. They do not feel confident to raise awareness of issues they feel are important. Thus, they do not fully appreciate how they can positively make a difference for others.

Religious Education

Leaders ensure that the RE curriculum effectively deepens pupils' understanding. The curriculum is logically structured, broad, diverse and well-sequenced, so pupils progressively build on previous learning. Additional areas of study, such as humanism, extend pupils' awareness of non-religious beliefs. Recently introduced approaches enable pupils to explore questions in different ways, so they recognise the variety of views people hold. This is at an early stage of development, but it is stimulating deeper thinking. Planning gives greater guidance for staff. For instance, key vocabulary is identified with clear explanations, enriching pupils' understanding. Pupils are encouraged to explore questions that interest them and share their findings. They increasingly enjoy RE discussions, where they share opinions, listen to others and refine views. Worldviews are thoughtfully considered, enabling pupils to make comparisons and appreciate how belief shapes actions. The MAT, the diocese and other RE leaders support the school through sharing best practice. This leads to robust monitoring.

The National Society (Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

Statutory Inspection of Anglican & Methodist Schools

National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	North Cadbury, Yeovil, Somerset. BA22 7DE		
Date	22 September 2026	URN	147019
Type of school	Academy	No. of pupils	107
Diocese	Bath and Wells		
MAT	PPAT Education		
MAT Chair	Alan Miller		
Headteacher	Amy Truett		
Chair of Governors	Scott Austin		
Inspector	David Hatrey		

The National Society (Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales