

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Goodrich Church of England Primary School

Vision

‘But I will bless the person who puts his trust in me. He is like a tree growing near a stream and sending out roots to the water. It is not afraid when hot weather comes, because its leaves stay green; it has no worries when there is no rain; it keeps on bearing fruit.’ Jeremiah 17:7-8

Achieve, Believe, Care.

Goodrich 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.

Strengths

- The deeply embedded vision, lived out through the core values of achieve, believe and care, is central to school life. This promotes a deep sense of belonging within the school community and enables adults and pupils to flourish as unique individuals.
- The inclusive and nurturing environment that leaders have created shapes a carefully planned curriculum for pupils. This curriculum provides a broad range of experiences that enrich pupils’ primary school journeys. This enables pupils, including those who have special educational needs and/or disabilities (SEND), to flourish in their learning.
- The well-embedded vision ensures that, across the school, pupils behave well. Pupils demonstrate respect and kindness towards one another and show a sense of pride and belonging within their school community.
- Through a carefully planned curriculum, leaders have ensured that their vision supports pupils to have a clear understanding of what justice means. Pupils learn how they can make changes in their lives to make a positive difference within the world.
- Collective worship is at the heart of the school’s life and enables the whole community to come together to celebrate and reflect. This daily gathering supports pupils’ understanding of how they can live well together.

Development Points

- Develop a shared language and approach for spirituality. Use this to provide wider opportunities within the curriculum and collective worship to nurture pupils’ and adults’ spiritual growth.
- Ensure that ongoing professional development for teachers strengthens the delivery of the religious education (RE) curriculum. This is so that pupils have increased opportunities to deepen their understanding of the diverse ways in which people live out their beliefs.



Inspection Findings

The well-established Christian vision actively nourishes and sustains this school community. It is lived out through the school's three core values of achieve, believe and care. A shared sense of belonging is evident across the community, reflecting the daily influence of its nurturing ethos. The vision has guided the school through times of celebration and challenge. Leaders, including governors, consistently use it to shape strategic decisions that enhance learning for both pupils and adults. The choices that leaders make extend beyond teaching and learning to include care for the wider environment. For instance, decisions around long-term heating solutions reflect a clear commitment to ongoing environmental stewardship and respect for the planet. The recent decision to join the Diocese of Hereford Multi-Academy Trust (DHMAT) has added an additional layer of support and guidance. Adults flourish, thanks to the compassion and guidance offered by leaders. Governors evaluate the impact of the vision and use this knowledge to inform their strategic decisions so that both pupils and adults continue to thrive.

The school's vision and core values have shaped the curriculum that leaders have put into place. Within this inclusive community they consider what pupils need to flourish, both academically and personally. They then ensure that their plans meet these needs. Vulnerable pupils and those who have SEND, thrive in this emotionally secure and ambitious atmosphere. Leaders regularly check the impact of their work and reflect how to further improve their provision for pupils. Adults have high expectations for pupils. Staff are relentless in their desire to enable pupils to have the right foundations in place for learning so that they can succeed. As a consequence, pupils learn well. Leaders are committed to broadening pupils' experiences. Opportunities for all pupils to learn an instrument, as well as regular forest school activities, enrich school life. Leaders have thoughtfully considered how pupils' spiritual development can be woven throughout the school's work. They have introduced a series of 'big questions' that encourage deeper reflection. However, pupils are not fully confident in responding to these questions, as there is no consistent, shared approach to guide their thinking. This limits the curriculum's effectiveness in promoting meaningful spiritual growth.

Collective worship is highly valued by the school community. A well-established pattern of worship provides adults and pupils with meaningful moments to pause and reflect during their day. Pupils and adults engage enthusiastically, joining in with familiar prayers and hymns. They actively participate in acting out Bible stories and confidently lead prayers. Consequently, this inspires pupils to reflect and shapes their spiritual growth, helping them develop a growing awareness of how they can live well together. Effective links with the local parish enable regular acts of worship both in school and at church, and parents and carers value being invited to share in these special occasions. The school's new relationship with the DHMAT broadens pupils' experiences, for example, through participating in the Advent Carol Service at Hereford Cathedral. These events enrich the worshipping life of the school. Leaders have ensured that their plans for collective worship are shaped by the school's distinctive vision. However, the lack of a shared language and approach for spirituality means that there are some missed opportunities in these plans. This leads to occasions where pupils' spiritual understanding is not fully developed.

Leaders have ensured that, in line with their vision, they have built an inclusive and nurturing community. Parents and carers appreciate the care that they and their children receive, which extends far beyond the academic. Leaders seek to understand and meet each pupil's needs. Staff use creative and individual approaches in teaching and wider personal support so that pupils are able to thrive. The curriculum supports this work through lessons and wider experiences, such as caring for the chickens and playing in the forest school area. These activities play a key role in nurturing pupils' personal development and sense of responsibility. The vision inspires adults to build



warm relationships with pupils. In turn, pupils form caring and respectful relationships with each other. Leaders, including those from the trust, have established effective systems that prioritise staff wellbeing. They actively manage teacher workload and offer clear support structures for times when staff need extra guidance or reassurance. As a result, the staff team is close-knit and mutually supportive.

The RE curriculum is carefully structured to ensure that pupils learn about religious and non-religious worldviews. It uses small steps, which build pupils' knowledge over time in both Christianity and other world religions. Leaders ensure that the respectful and trusting culture that they have created underpins the delivery of the curriculum. Thus, pupils are comfortable in exploring the 'big questions' they are asked during lessons. They are able to relate religious ideas to their own life experiences. Pupils engage thoughtfully with concepts, such as exploring what Christians believe to be the 'good news' of Jesus' birth. They demonstrate the ability to reflect critically by comparing this with their own understanding of what 'good news' means in their lives. In some areas of the curriculum, effective lessons help pupils appreciate that there is a range of perspectives within religions. This understanding enhances pupils' growing appreciation of diverse worldviews. Across the school, pupils' knowledge and understanding within RE is not consistent. Leaders have gone some way to address this and recent training from Hereford Diocese has begun to deepen teachers' subject knowledge. However, this increased focus on professional development is in the early stages and its impact on teachers' delivery of the curriculum is not embedded.

School leaders have carefully designed a curriculum that creates opportunities for pupils to explore a range of wider world issues. These experiences closely reflect the school's core vision and values, deepening pupils' understanding of justice and responsibility. Pupils demonstrate responsibility by reaching out to help others within and beyond their immediate community. Thoughtful partnerships within the community, for example, at the local nature reserve, strengthen and enrich the school's work. This gives pupils meaningful external opportunities to learn how global issues impact their lives. A recent recycling project enabled pupils to explore overconsumption and empowered them to make positive changes by swapping, donating or recycling items that they no longer needed. In ways such as this, pupils appreciate how small, mindful choices can lead to meaningful change.

Information

Address	Goodrich, Ross-on-Wye, Herefordshire, HR9 6HY		
Date	30 June 2025	URN	150530
Type of school	Academy	No. of pupils	146
Diocese	Hereford		
MAT	Diocese of Hereford Multi-Academy Trust		
Headteacher	Karen Miles		
Chair of Governors	Richard Mutlow		
Inspector	Helen Springett		