

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fingringhoe Church of England (VA) Primary School

Vision

‘Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.’ Joshua 1:9

Our vision is to cultivate courageous, caring and compassionate individuals who are not only academically strong but also spiritually enriched and socially responsible.

Fingringhoe Church of England (VA) 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 biblically rooted Christian vision provides a compelling foundation for leadership. Chosen purposefully to guide the school through significant change and challenge, it is understood, lived and enables pupils and adults to flourish.
- Collective worship is central to the life of the school. It provides meaningful opportunities for prayer, reflection and spiritual development. Pupils and adults engage confidently with the Christian vision as a result.
- A highly inclusive culture in which individuals are known, valued and supported stems from the vision. Positive relationships and a strong sense of belonging enable pupils and adults to flourish together.
- The Christian vision inspires pupils to recognise their responsibility towards others. Meaningful opportunities for service enable them to develop a growing understanding of justice within the school and wider community.
- Religious education (RE) benefits from knowledgeable leadership and effective teaching. Secure assessment and curriculum design enable pupils to understand Christianity and other religions and worldviews with increasing confidence and depth.

Development Points

- Ensure purposeful moments in the curriculum for spiritual reflection. This is to strengthen opportunities to support pupils’ spiritual flourishing.



Inspection Findings

Vision and Leadership

The school's Christian vision, rooted in Joshua 1:9, was purposefully chosen to provide hope, courage and stability as the school navigated a period of significant change. Leaders use the vision to shape strategic decisions, evaluate priorities and guide the school's future with confidence. Governors draw on the vision as a framework for support and strategic challenge. This ensures improvement remains rooted in the school's Christian foundation. Staff describe a culture of shared purpose where leaders model the vision consistently through their relationships and daily practice. Consequently, governors, staff and pupils share a common understanding of the school's direction and aspirations. Leaders have created a culture where the vision is lived authentically rather than simply displayed. This enables the school community to respond to challenges with courage, resilience, trust and confidence while maintaining a clear focus on flourishing. As a result, pupils and adults thrive spiritually and personally because the Christian vision consistently shapes school life.

Vision and School Culture

The Christian vision creates a compassionate and inclusive community where every individual is treated with dignity and respect. Leaders model the vision consistently through their relationships. This creates a culture of shared purpose in which staff willingly go above and beyond for one another and for pupils. Staff describe a strong sense of being 'in it together', which enables them to respond positively to challenge and change. Support for pupils, including those with special educational needs and/or disabilities (SEND), reflects leaders' commitment to meeting individual needs. This enables them to flourish. Trusting relationships ensure that pupils feel valued and confident to be themselves. Parents and carers recognise the school's caring ethos and value the genuine partnership they experience with leaders and staff. Consequently, the Christian vision creates a strong sense of belonging where pupils and adults flourish together.

Worship and Spirituality

Collective worship is central to the life of the school and gives living expression to its vision. It is rooted in the Anglican tradition, using familiar prayers, shared responses and biblical teaching. This encourages confident participation and shared reflection within an invitational and inclusive environment. Pupils value worship and look forward to gathering as a school community. They contribute confidently to planning and leading worship, demonstrating a growing understanding of its purpose and significance. One pupil reflected, 'In class we learn about English and maths, but in worship we learn about ourselves.' Staff value worship as a shared opportunity for reflection and prayer, strengthening their collective commitment to the vision. Leaders have responded thoughtfully to diocesan guidance, enhancing the quality and impact of worship. Consequently, worship nurtures pupils and adults' spiritual flourishing and reinforces the Christian vision in everyday school life.

Vision, Justice and Responsibility

Inspired by the Christian vision, pupils understand that they can make a positive difference. They contribute to the lives of others and their local community. They recognise that acts of service respond to need and therefore challenge unfairness. Through the school council and other leadership opportunities, pupils develop confidence in expressing their views and influencing change. One pupil secured funding for the school's 'Bee Hive' outdoor wellbeing space by writing to their Member of Parliament. Pupils also demonstrate compassion and responsibility. This is seen through charitable fundraising, visits to the local care home, village litter picking and helping to maintain the local nature reserve. These enable pupils to understand that serving others is a practical expression of the school's Christian vision. Consequently, pupils recognise that their voices matter as positive change-makers within their school and wider community.



Vision and Curriculum

The Christian vision shapes a curriculum that responds thoughtfully to the school's distinctive context. Leaders have carefully considered the knowledge, understanding and opportunities pupils need. This prepares them to become courageous, caring and compassionate individuals who make a positive contribution to their communities. Outdoor learning, educational visits and community partnerships enrich learning and develop pupils' appreciation of the place where they live. These experiences deepen understanding and encourage meaningful connections beyond the classroom. They also create moments for pupils to wonder, reflect and engage with questions of meaning and purpose through everyday learning. Leaders demonstrate thoughtful self-evaluation by identifying this dimension of the curriculum as an area for further development. Leaders remove barriers by adapting provision thoughtfully to meet the needs of pupils with SEND. They continually evaluate and refine the curriculum. This ensures it remains faithful to the Christian vision and responsive to changing needs. Consequently, pupils flourish as confident, compassionate and resilient individuals within and beyond their community.

Religious Education

RE benefits from knowledgeable and reflective leadership. Leaders have established RE as a core subject with a high profile across the school. They recognise its central contribution to the Christian vision. Careful self-evaluation includes lesson study, work scrutiny, pupil voice and governor monitoring. Together, these enable leaders to evaluate strengths and identify next steps. This has informed courageous curriculum decisions, including studying fewer religions in greater depth. As a result, pupils develop secure religious knowledge and deepen their understanding of Christianity and other religions and worldviews over time. Leaders seek professional challenge through close partnership with the diocese and wider professional networks. This strengthens their evaluation of RE and contributes to continual improvement. Their reflective approach strengthens curriculum leadership and provision. Consequently, pupils engage thoughtfully and respectfully with Christianity and a range of religions and worldviews.

Teaching in RE enables pupils to engage confidently with questions of belief, meaning and purpose. Teachers use secure subject knowledge and skilful questioning to extend pupils' thinking and deepen their understanding of beliefs and worldviews. Lessons encourage pupils to discuss, compare and justify different beliefs within a respectful learning environment. Work scrutiny demonstrates clear progression from acquiring religious knowledge to explaining beliefs, practices and key religious ideas using increasingly precise vocabulary. Assessment informs teaching by identifying pupils' next steps and capturing how their understanding develops over time. Consequently, pupils explain beliefs with confidence, justifying their thinking using evidence from their learning. They demonstrate an increasingly secure understanding of religion and worldviews.

Information

Address	Church Road, Colchester, Essex, CO5 7BN		
Date	8 July 2026	URN	115139
Type of school	Voluntary aided	No. of pupils	97
Diocese	Chelmsford		
Headteacher	Hannah Coyle		
Co-Chairs of Governors	Jenny Burrett and Leanne Theobald		
Inspector	Anthony Cosans		