Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Terling Church of England VA Primary School

Vision

'Flourish and shine in all that we do'

'Those who are wise will shine like the brightness of the heaven's' Daniel 12:3

Terling Church of England VA 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 vision of 'flourish and shine in all we do' underpins the ethos and practice of the school. Compassionate leadership drives decision making. This enables the vision to be understood and lived out.
- Collective worship is inclusive and inviting. It encourages active reflection for both pupils and adults. It is an outworking of the school's identity and foundation.
- Leaders have created an all-encompassing culture where pupils and adults are treated well. There is a deeply embedded community feel to this small, welcoming and caring school.
- Religious Education (RE) is well led. Planning is adapted to meet the needs and experiences of the local community. RE has a high profile and leads to pupils encountering a range of religions and worldviews.

Development Points

- Ensure opportunities for spiritual development are provided and clearly identified in curriculum planning. This is to deepen the impact of spirituality across the curriculum.
- Empower pupils to take greater responsibility for challenging situations of injustice. This is so they can understand that they can make a positive difference by acting as agents of change.

Inspection Findings

Vision and Leadership

The Christian vision permeates throughout this welcoming, small village school. It is firmly rooted in biblical teaching, guiding leaders' actions. The vision ensures that pupils know they are supported to flourish and shine academically, spiritually and socially. Leaders and governors closely monitor the impact of the vision. The values of respect, trust, courage and truthfulness shape policies, curriculum provision and daily interactions within school. Pastoral care is a priority and diversity is celebrated. Practical acts of service by adults are a daily occurrence, which support pupils and the wider community. Pupils know the vision and associated values. This guides their desire to show kindness and respect to others. Parents and carers value the school's Christian ethos, particularly its welcoming and inclusive culture. A detailed, weekly, vision-inspired newsletter enhances the communication between home and school. Strong relationships between adults and pupils nurture confidence and happiness.

Vision and Curriculum

The curriculum is appropriately adapted with cultural, spiritual and practical learning opportunities for pupils. This encourages pupils to link with their rural community setting. They are reflective and have a good understanding of the school values. This inspires them to question, ponder and explore deeper meaning within subject areas. Well-planned extracurricular provision through wrap around care, music, trips, visits, clubs and outdoor learning further equips pupils to flourish and shine. They grow in confidence and respect for their community. Targeted support for pupils who have special educational needs and/or disabilities (SEND) fully engages them with the curriculum. Adapted provision works well to make learning accessible. Leaders monitor the curriculum's impact through marking, assessments, moderation, pupil voice and reflection. This enables them to clearly understand pupil progress and adapt future planning.

Worship and Spirituality

Collective worship is a valued time for the school community. It is welcoming and encompassing. It provides opportunities for prayer, reflection, stillness and Bible teaching. This enables pupils to build spiritual language, understanding and empathy. Carefully chosen themes, liturgy, storytelling and songs facilitate experiences of awe and wonder. This encourages pupils and adults to reflect on their place in the world. They have a sense of belonging and spirituality that has an impact on social interactions, teaching and learning. Pupils participate willingly in worship. They lead the gathering, read, share in prayers and drama. This builds confidence, courage and ownership of faith. Local clergy lead worship in school once a week and termly services in the parish church link school and parish together. This deepens pupils experience of worship and develops their personal spirituality. Well-resourced reflection corners in each classroom offer pupils space for prayer, quiet thought and spiritual exploration. Pupils value this time to just sit and think. Regular stillness sessions enable pupils to develop calm, mindfulness and self-awareness. Spirituality is understood as a reflective personal journey for both pupils and adults. However, curriculum planning does not reflect this.

Vision and School Culture

The school promotes an inclusive, kind and respectful culture through its vision and values. This forms the foundation of relationships between pupils and adults. Behaviour policies encourage restorative approaches and positive reconciliation where possible. This helps pupils to develop their character and show mutual respect. There is a calm atmosphere within the school. Adults know pupils and their needs. The wellbeing of pupils and adults is central to decision making. Governors and leaders consider the impact of decisions and act appropriately. The use of mental health and wellbeing programmes further enhance the peaceful learning environment. These activities allow pupils to be still, reflect, develop self-awareness and find appropriate ways

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forward. Pupils who have SEND are supported through a variety of initiatives such as breakfast clubs, adapted learning, targeted provision and creativity. As a result, pupils are engaged and feel valued. Their parents are also helped through regular meetings and coffee mornings. Pastoral care is a priority for leaders, providing emotional and social support to pupils and families. Staff value the school community and the structures in place to facilitate professional development, practical and emotional support. Pupils are encouraged to be the best they can be. This develops their confidence and independence.

Vision, Justice and Responsibility

A positive culture of living well together is strengthened by the vision and values. The curriculum provides opportunities for pupils to make informed choices. Adults expect pupils to use their knowledge wisely to make a difference for others, mainly within the school setting. This encourages pupils to make links from their learning to the actions they choose to undertake. There is an eco-warriors club which works to enlighten the school community about environmental issues. This is further supported by outdoor education, which enables pupils to appreciate the farming communities around them. Pupils are guided to understand fairness in relationships. This challenges them to notice problems and seek solutions. They explore biblical and ethical teachings on justice. This encourages them to pursue a restorative approach to resolve fall outs. The school council offers roles for older pupils alongside prefects, buddies, mentors and worship leaders. These opportunities help to develop leadership skills and foster trust, respect and compassion. Pupils are expected to take responsibility for their behaviour, duties, and commitments. Litter picking, Harvest foodbank collections and singing for the elderly people's Christmas lunch, provide opportunities for community action.

Religious Education

RE is a high priority for the school and is well resourced. Leadership of RE is supported by diocesan training. Leaders encourage staff to indicate their development needs and access extra training where necessary. This ensures effective planning and coverage through a well-sequenced curriculum. It is adapted and personalised to reflect diversity and local history. RE contributes to the outworking of the school's Christian vision. It offers a rich knowledge of Christian belief and practice. Pupils learn the key teachings of Christianity and other world religions. This encourages pupils to explore their place in the world. As a result, pupils show a clear understanding of Christianity as a living global faith. Questioning is widely encouraged and demonstrated during lessons. Consequently, pupils enjoy class discussions where they offer their opinions and reflect on the views of others.

Teachers make good use of detailed, sequenced and well-planned lessons. These develop vocabulary and deepen knowledge built on prior learning. Pupils enjoy RE and demonstrate an understanding of a range of worldviews and beliefs. They can recall and apply their knowledge confidently. This is clearly recorded in pupil voice and assessments which enhance future planning. Teachers engage pupils with a variety of approaches such as drama, discussion and group work. These stimulate and promote learning. Pupils who have SEND are well supported as they work through the RE curriculum. Suitable adaptations allow full participation in lessons and good progress to be achieved. Monitoring and evaluation are well structured and are enhanced by visible, active and strong governors. Clear progression is shown throughout each key stage. It is evidenced in exercise books, on classroom displays and through ongoing assessment tasks.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	New Road, Terling, Essex. CM3 2PN		
Date	26 January 2026	URN	115166
Type of school	Voluntary aided	No. of pupils	98
Diocese	Chelmsford		
Headteacher	Fiona Sapiano		
Chair of Governors	Lisa Curtis		
Inspector	Julie Bowen		