Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Long Clawson Church of England Primary School

Vision

'Whatever you do, work at it with all your heart.' Colossians 3:23

Long Clawson 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

- Committed leaders, including governors, have a clear understanding of the vision of the school. It guides and directs decisions, creating a culture where individuals work at things 'with all their heart'.
- The vision directly inspires leaders to work with compassion and kindness. Support for pupils, including those deemed to be vulnerable, ensures they are enabled to overcome challenges and thrive.
- The religious education (RE) curriculum is highly effective. It is well planned, creative and engaging. It equips pupils with a secure knowledge of Christianity and a range of religions and worldviews. As a result, they develop an appreciation of diversity which nurtures respect and understanding towards others.
- Strong and nurturing relationships provide the bedrock for flourishing. A culture of wellbeing and care for one another strengthens individuals. Each is known and valued for who they are, within a loving school family.
- Effective, reciprocal partnerships enrich the school community. Through working together, the school, local churches and the village community draw on one another's strengths. This positively impacts the lives of pupils and adults.

Development Points

- Extend the approach to spirituality across the wider life of the school and in collective worship. This is to enrich and deepen pupils and adults' spiritual growth.

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Inspection Findings

Vision and Leadership

Long Clawson is a school with its people and their aspirations at its heart. Leaders, including governors, humbly, courageously and creatively work so that adults and pupils' flourish. They are guided by an embedded, biblically rooted Christian vision that is deeply relevant to the context of this small school. 'Whatever you do, work at it with all your heart' is clearly understood by this school community. Leaders and governors are guided by it in their decision-making. As a result, they consistently work for the best outcomes for pupils and staff. The vision underpins daily life and is woven seamlessly across it. Together, people challenge and support one another so that they can be the best version of themselves. There is a deep-rooted, compassionate and aspirational culture where people thrive. Leaders effectively evaluate the impact of the vision, including its influence on pupils' academic achievement and wider development. This informs carefully planned actions that enhance opportunities for them. The range of partnerships the school engages in strengthens its impact on the community. Each one is reciprocal. This mutual challenge and support enable the school to be outward facing, to flourish and live out its vision.

Vision and Curriculum

The school's curriculum and wider provision reflect the vision. Consequently, pupils are nurtured to overcome challenges and grow in confidence. The vision is lived out in their learning as they are empowered to succeed, whatever their starting points. A range of pursuits beyond the classroom contributes to this. Examples include an art club and singing in the choir. This supports their flourishing as they develop resilience and determination to succeed. The curriculum successfully provides for pupils with special educational needs and/or disabilities (SEND) and those considered vulnerable. They thrive because staff provide targeted care with skill and compassion. Carefully chosen support enables them to attend school despite some personal challenges. As a result, they are in school and ready to learn. An understanding of spirituality has been introduced. However, this is not embedded and therefore does not contribute significantly to pupils and adults' spiritual flourishing.

Worship and Spirituality

Worship enriches school life. It is shaped by the vision and deepens understanding of its values. Led by church representatives, school leaders and staff, it is well planned, delivered effectively and evaluated. Evaluation informs developments, including responses to pupils' requests to re-introduce the Lord's Prayer. Short times of reflection at the start and end of worship provide an opportunity for individuals to focus and reflect on the significance of the message shared. This supports their spiritual development. However, spiritual flourishing is limited because connections are not being made to enable participants to respond to spiritual moments in worship. Regardless of religious belief, pupils and adults reflect on the values of community, courage and curiosity. This enables them to understand ways in which they can express the vision in their daily lives. Partnership with the parish church and other local churches enhances worship. These bring connection and expertise. School services are held in church, alongside opportunities to explore Christian faith through festivals and celebrations. Parents and pupils value this because it provides a natural link with their local church. Relationships with the village community are also enriched by it.

Vision, Justice and Responsibility

The vision, along with the values, shapes a culture of justice and responsibility. Pupils recognise that sometimes life is unfair and that people have challenges to overcome. They know that if they 'work at something with all their heart' they can make a difference. Individuals initiate charitable acts meaningful to them. Such acts are seen as a way of living out the vision. Through the curriculum, pupils become aware of unfairness across the world and environmental injustice such as pollution in the oceans. This prompts them to consider how they might respond. Pupils understand that fulfilling responsibilities towards one another takes courage, but it is a way of showing compassion. Responsibility is shown through school-wide duties such as being part of the school council. Through their involvement in these activities, pupils strengthen skills and talents that support them in their own personal development.

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Vision and School Culture

In this highly inclusive school, people are treated with dignity and equity. Pupils and their families experience Christian love, which is inspired by the vision. It is lived out in the lives of leaders, governors and staff. They work with parents and carers to ensure that their children flourish. Staff nurture pupils through consistently providing individualised support. The way they work tirelessly to deliver this reflects their commitment to the vision. Pupils therefore see the vision in action and reflect on how they can do the same for one another. They express delight in being able to nominate their peers for awards. Promoting positive mental health and wellbeing is a constant theme, characterising the school's ethos. Those who face challenging circumstances are supported to move forward. As a result, adults and pupils know that someone will listen to them and respond to their needs. Strong relationships mean that, when challenges occur, there is a depth of respect and understanding between people. The staff team offers support to one another. This is highly valued and contributes significantly to their wellbeing.

Religious Education

RE contributes to pupils' understanding of the importance of living respectfully with others. It is a subject with a high profile. It is taught by class teachers, with a curriculum that is engaging and challenging. The subject leader reviews its effectiveness. A range of monitoring activities, including staff voice and learning walks, has led to a more consistent approach to the teaching of Hinduism. This enables pupils to progressively increase their knowledge and understanding over time. Those with SEND access learning in RE because adaptations are made to meet their needs. As a result, they flourish in the subject alongside peers. Pupils explore Christianity, together with a range of faiths and worldviews, demonstrating age-appropriate knowledge of them. They acknowledge the importance of learning in RE because it helps them to appreciate commonalities and diversity in these beliefs. Pupils are enthusiastic learners and participate with obvious engagement. Teachers are supported with curriculum improvements by the subject lead who attends training provided by the diocese. Together they have developed plans to ensure the needs of learners are met in the context of mixed-age classes.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	School Lane, Long Clawson, Melton Mowbray, Leicestershire, LE14 4PB		
Date	6 October 2026	URN	120141
Type of school	Voluntary controlled	No. of pupils	61
Diocese	Leicester		
Headteacher	Karen Lambert (executive headteacher)		
Chair of Governors	Carole Brown		
Inspector	Jane Lewis		

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