

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Carlton Church of England Primary School

#### Vision

'I am the vine, you are the branches; those that abide in me and I in them bear much fruit'. John 15:5.

The Carlton Way: At Carlton we teach with compassion in a creative and collaborative Christian community that promotes a love of learning, growth and success for all.

Carlton 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 thoughtfully crafted Christian vision shapes the life of Carlton. This is consistently applied by leaders, enabling pupils and adults to flourish through a shared sense of purpose.
- Positive relationships are a defining feature of the school community. Warm, respectful interactions between pupils and adults create a culture in which they feel safe, valued and supported.
- Collective worship is inclusive, meaningful, and central to school life. It reflects Christian belief and values, enabling pupils and adults to engage in communal prayer together. Consequently, worship reinforces shared values and strengthens the sense of community across the school.
- Shaped by the school's Christian values, the curriculum fosters curiosity, discussion and respect for difference. Consequently, pupils develop confidence to explore ideas and consider perspectives different from their own.
- The school's inclusive approach removes barriers and ensures pupils feel welcomed, supported and able to participate fully. Carefully planned adaptations enable pupils who have special educational needs and/or disabilities (SEND) to access learning with dignity, independence and confidence.

#### Development Points

- Develop a shared understanding of spirituality across the school. This is to enrich pupils' and adults' reflection and support spiritual growth over time.
- Broaden pupils' understanding of justice and responsibility beyond the school community. This is to develop their ability to recognise wider issues of fairness and to take action.
- Extend assessment and evaluation processes for clearer focus on spiritual response. This is to encourage pupil expression in how worship influences their thinking and behaviour.



## Inspection Findings

### Vision and Leadership

The school's Christian vision is rooted in Jesus' teaching of the vine and branches. This image provides a clear understanding of belonging, connection and shared growth. Governors use the vision as a reference point for challenge and support, ensuring monitoring focuses on pupils and adults flourishing. Leaders articulate the vision clearly and ensure it shapes strategic and daily decisions. As a result, the vision is lived and experienced across the school. Values of compassion, community, collaboration and creativity flow naturally from the vision. These values guide behaviour, relationships and expectations consistently. Adults model these values through calm interactions and attentive care. Daily routines reflect the vision's emphasis on welcome and nurture. Staff greet pupils and families warmly in the morning. Leaders check in with those who may need additional support. Consequently, pupils begin the day feeling safe and ready to learn. Opportunities for responsibility enable pupils to contribute meaningfully. Roles such as monitors and councillors promote confidence and service to others. In these roles, pupils experience trust and shared ownership. Through this, the school's values shape pupils' actions and choices, demonstrating the vision's practical impact. As a result, pupils and adults flourish together.

### Vision and Curriculum

The Christian vision and values inspire leaders to shape how curriculum planning meets pupils' needs. Ambition, care and inclusion guide decisions about what pupils learn and how learning is organised. Consequently, pupils with SEND access learning through thoughtful adaptations that promote independence and participation. Classroom practice reflects the vision through curiosity and respectful discussion. Learning is linked to everyday life, helping pupils see its relevance and purpose. Discussion about science and belief encourages thoughtful reflection. As a result, pupils engage confidently with complex ideas. Community members contribute through careers days and shared projects. Consequently, pupils recognise learning as preparation for life. Justice and responsibility feature within learning themes. Carefully selected texts support pupils to broaden their understanding of injustice. Lessons explore belief, meaning and difference thoughtfully. As a result, learning develops wisdom as well as knowledge. Leaders plan opportunities for spiritual growth across the curriculum, including reflective activities in the outdoor classroom and Forest School. However, the school does not have a shared understanding of spirituality, which limits the spiritual growth of pupils and adults.

### Worship and Spirituality

Collective worship forms a central part of school life and offers purposeful time for prayer and stillness. Themes link closely to the vision. This coherence supports a deeper understanding of the school's values. Symbols, scripture and the effective structure of worship provide familiarity and reverence. The focus table supports shared attention and respect. The use of three candles supports understanding of the Trinity and seasonal elements enhance meaning and connection. The school prayer, written by pupils, strengthens shared identity by reflecting values that unite the school community. As a result, worship feels authentic and inclusive. Pupils contribute actively to worship through leadership roles, supported by effective music and visuals. This builds confidence, ownership and belonging. Opportunities for prayer outside of worship support pupils to develop purposeful habits within daily routines. Outdoor worship deepens awe and appreciation of creation. Leaders adapt worship arrangements following evaluation, for example in involving pupils in the delivery. However, evaluation focuses more on organisation than impact. As a result, pupils' spiritual development is limited by inconsistent opportunities to reflect on worship content.

### Vision and School Culture

The Christian vision underpins a culture of dignity and respect. Adults model kindness and patience consistently. Pupils experience positive relationships across the school. These practices create a calm and supportive environment. Emotional wellbeing is prioritised. Pupils learn techniques that develop emotional literacy. They recognise feelings and learn to regulate them. This reduces anxiety and supports effective learning. Clear



expectations defined as the 'Carlton way' promote respectful behaviours. A dedicated intervention space supports emotional regulation. As a result, pupils' attendance has improved due to secure relationships. This demonstrates the impact of compassionate practice. Playtimes are inclusive and well supervised. Purposeful outdoor provision, supported by adults, ensures cooperative and positive interactions. As a result, pupils feel secure during less structured times. Forest School sessions enhance relationships and resilience. Activities promote teamwork and confidence. These experiences effectively support wellbeing for pupils. Leaders invest in professional development and weekly wellbeing sessions for staff. Consequently, adults feel supported and valued. The governing body monitors and evaluates the school's culture and care regularly. This shared commitment enables pupils and adults to thrive.

#### Vision, Justice and Responsibility

The vision establishes service and responsibility as shared expectations. Pupils hold leadership roles that enable meaningful collective contribution to school life. These roles also help them understand their responsibility within the community. Pupils' confidence grows through this trusted involvement. The school welcomes visitors and involves local groups regularly. Pupils host tea and coffee mornings and lead reading events for the community. Local groups contribute actively to school life and learning. These opportunities strengthen pupils' understanding of belonging and shared responsibility for others around them. Charitable action reflects Church seasons and the school's shared values. Pupils collect food for the harvest festival food bank and support the local hospital at Christmas. These experiences develop their empathy and generosity. Pupils understand justice through fairness and inclusion, with examples focusing mainly on school life. Leaders respond positively to pupils' ideas, such as for new enrichment clubs. This shows pupils that their voice is important and that their suggestions are acted upon. However, pupils' understanding of justice beyond school life is less developed. Consequently, pupils are less clear about injustice and how to make a positive difference in wider contexts.

#### Religious Education

Religious education (RE) has a strong profile within the school. Leaders ensure consistent planning and progression. The curriculum follows a spiral structure, where key concepts are revisited regularly. This strengthens pupils' long-term understanding. Visuals and real-life examples, supported by visitors to the school enrich pupils' understanding of lived faith. As a result, the RE curriculum is relevant and meaningful. Pupils recall knowledge confidently. Accurate vocabulary use is developed in units of work, demonstrating their secure knowledge. Visits to a church, mosque, and gurdwara bring learning alive. Respectful discussion shows maturity and curiosity. This prepares pupils well for a diverse world. Leaders check consistency in RE curriculum content throughout the school. Together with the governing body, they evaluate the curriculum's impact. This leads to refined practices in lessons, which encourages pupil's shared discussion, deeper engagement, and purposeful reflection on learning.

## Information

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|--------------------|--------------------------------------|---------------|--------|
| Address            | The Moor, Carlton, Bedford, MK43 7JR |               |        |
| Date               | 15 January 2026                      | URN           | 109610 |
| Type of school     | Voluntary controlled                 | No. of pupils | 85     |
| Diocese            | St Albans                            |               |        |
| Headteacher        | Jo Bevis                             |               |        |
| Chair of Governors | Katherine Wilkinson                  |               |        |
| Inspector          | Andy Terrey                          |               |        |