

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Margaret's Church of England Primary School

Vision

Our desire is that the strong Christian foundation children receive at St Margaret's School will give them the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of faith, hope and love. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.

'I can do all things through the one who strengthens me.' Philippians 4:13

St Margaret's 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 inclusive Christian vision is deeply understood and permeates daily life at St Margaret's. Through the Christian values of faith, hope and love, it creates a cohesive community where pupils and adults flourish.
- The curriculum is a rich expression of the Christian vision. Carefully crafted, it enables pupils to explore the world with curiosity, awe and wonder.
- Strong partnerships between church and school create collective worship that enriches spiritual growth and strengthens community.
- Inspired by the vision, leaders create a nurturing school culture that helps pupils to feel safe, valued and included.
- Strong leadership of religious education (RE) ensures that the curriculum meets pupils' needs and is delivered effectively. Consequently, pupils enjoy learning and deepen their understanding of Christianity alongside a range of religious and non-religious worldviews.

Development Points

- Extend opportunities for pupils to explore issues of justice and responsibility. This is to enable them to respond actively to matters they care about and influence positive change.
- Strengthen the use of assessment in RE. This is so that teaching is informed by accurate evaluation and pupils make strong progress in both knowledge and enquiry skills.



Inspection Findings

Vision and Leadership

The Christian vision is deeply embedded within the life of St Margaret's and drives its work daily. Rooted in Philippians 4:13, the vision inspires pupils and adults to grow in resilience, confident that they are strengthened to thrive. Leaders and staff know pupils and families exceptionally well. This understanding creates a strong sense of belonging where individuals feel recognised and cared for. The values of faith, hope and love are understood and lived across the school community. For example, pupils positively share thoughts and ideas trusting that they are respected. Weekly celebrations affirm these values in action, encouraging resilience and self-belief, whilst inspiring pupils to care for and value others. Consequently, pupils navigate challenges positively, resolve conflict thoughtfully and contribute to a harmonious school community. Leaders and governors use the vision purposefully to shape strategic plans. This ensures that the flourishing of pupils and adults is at the heart of the school's work. The strong alignment between the school and trust's vision ensures this focus remains central to decision making. Effective partnerships with local churches, the diocese and the trust strengthen the school's Christian character and broaden opportunities for pupils. As a result, faith, hope and love shape the culture, relationships and aspirations of this inclusive community.

Vision and Curriculum

The curriculum is a rich and engaging expression of the Christian vision. Leaders carefully craft learning that encourage pupils to explore the world with curiosity, awe and wonder. Pupils are highly motivated and discover new interests and strengths. Lessons are enriched through learning that broaden horizons and encourage pupils to recognise their unique talents. For example, pupils explore local history through creative projects and participate in clubs such as gardening, art, crochet and sport. Such learning develops pupils' resilience, self-belief and a strong sense of personal identity. The vision also shapes learning so that pupils deemed vulnerable or have additional needs participate fully and experience success. Staff adapt lessons to remove barriers to learning. Consequently, pupils access the curriculum with confidence and flourish. Spiritual development is thoughtfully woven throughout school life through reflection spaces, spirituality week, interfaith week and curriculum moments. The established, shared understanding of spirituality is embraced by pupils, adults and families. Staff confidently recognise and respond to planned and spontaneous opportunities for spiritual development. This enables pupils to explore questions of meaning, purpose and belief, deepening understanding of themselves, others and the wider world.

Worship and Spirituality

Collective worship is engaging, relevant and inclusive, bringing joy and a strong sense of community to school life. School leaders, clergy and pupils share responsibility for planning and leading collective worship, reflecting the strong church-school partnership. Worship is rooted in the school's Christian values and the shared understanding of spirituality. Through Bible stories, prayer, reflection and song, pupils and adults consider how these values influence their lives. Occasions to explore wow and ow moments, alongside times of stillness and prayer, deepen reflection. Collective worship books demonstrate how class worship develops pupils' spiritual thinking. Thoughtful reflections, searching questions and personal prayers show pupils' growing ability to reflect on themselves and others. Pupils confidently explain how worship encourages reflection on their choices and relationships. Many describe worship as a time to feel close to God. Music and singing create joyful moments for spiritual expression and strengthen a sense of belonging. Pupils actively contribute through leadership roles, prayer and service. Consequently, collective worship shapes the language, attitudes and behaviours of the school community. This enables pupils and adults to reflect and develop spiritually.

Vision, Justice and Responsibility

The vision encourages pupils to recognise their responsibilities towards others and the wider world. Through curriculum learning, collective worship and discussions about current issues, pupils develop an informed



understanding of their communities. They also explore challenges affecting their wider world. Pupils confidently discuss matters that are important to them, including protecting local green spaces, reducing litter and improving road safety. Through environmental initiatives and the eco-council, pupils contribute positively to their community and understand their responsibility for creation. Fundraising activities supporting communities in Malawi deepen pupils' understanding of the lives and experiences of others beyond their immediate context. These encounters develop compassion and empathy. Pupils recognise that living out the values involves serving others and making positive contributions to society. Pupils demonstrate a growing awareness of justice and responsibility. However, opportunities for them to influence change on issues they care about remain limited.

Religious Education

RE is highly valued and benefits from strong leadership. Effective support from diocesan networks, trust partnerships and specialist advisers contributes significantly to curriculum development and teacher expertise. Learning is enriched through visits to places of worship and encounters with people of faith from different religious traditions. These experiences bring lessons to life and deepen pupils' understanding of lived religion. This enables pupils to speak confidently about a range of religions and worldviews and respect perspectives different from their own. Leaders monitor the subject carefully through learning walks, work scrutiny and professional dialogue. This enables strengths to be celebrated and areas for development identified. A carefully sequenced curriculum enables pupils to develop secure knowledge and understanding of Christianity alongside a range of religious and non-religious worldviews. Thoughtfully chosen themes encourage pupils to explore concepts such as prayer, symbols, celebration, belonging and morality through different faith perspectives.

Effective teaching enables pupils to engage confidently with challenging questions about what people believe, think and how they live. Well-crafted enquiry questions help pupils build securely on prior learning and deepen their understanding. However, assessment does not consistently inform teaching through accurate evaluation of pupils' knowledge and enquiry skills. Pupils enjoy RE and recognise its importance in helping them understand the diverse world in which they live.

Vision and School Culture

The vision inspires leaders to create a nurturing environment, which is effective in caring for both pupils and adults. Strong relationships lie at the heart of the school community. Staff know pupils and families deeply and respond thoughtfully to their circumstances. Effective partnerships with families, the trust and external agencies ensure provision is carefully tailored to specific needs. This removes barriers that might otherwise prevent pupils from flourishing academically, socially and emotionally. Practice for pupils with additional needs is particularly effective because staff work together to secure timely intervention. For example, pupils facing medical, social or emotional challenges receive sensitive provision and remain fully included. Mental health and wellbeing are prioritised through individual nurture programmes, family partnerships and targeted pastoral care. This ensures pupils are supported during periods of challenge. Families receive compassionate and practical guidance that strengthens trust and deepens their sense of belonging. This creates a community characterised by strong relationships and mutual respect. Wellbeing is equally prioritised for adults through caring leadership, professional development and trust-wide learning networks. As a result, pupils and adults flourish within a culture where compassion, dignity and belonging are evident in daily life.

Information

Address	Richmond Road, Olton, Solihull B92 7RR		
Date	18 June 2026	URN	146107
Type of school	Academy	No. of pupils	224
Diocese	Birmingham		
MAT	Birmingham Diocesan Multi-Academy Trust		
MAT Chair	Sarah Smith		
Headteacher	Anita Russell		
Chairs of Governors	Stephen Beamond and Darren Smith (co-chairs of governors)		
Inspector	Matthew Welton		