

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Quinton Church Primary School

Vision

At Quinton, our vision 'Flourishing Together' means every child and adult becoming the best version of themselves, in body, mind and spirit; loved and celebrated as uniquely made in the image of God (Psalm 139). Rooted in the biblical themes of creation and love, we believe God's plan is for all to flourish (John 10:10). Togetherness reflects our inclusive, compassionate community where everyone belongs, contributes and grows. Inspired by Micah 6:8 and 1 John 4:19, we speak up for others, show mercy, and live with justice and humility. We are ambitious for everyone, no exceptions.

Quinton Church 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 Christian vision is deeply rooted in the daily life of this school. It enables a supportive culture where living well together is a priority. The vision is well known and understood. It drives strategic decision making and shapes relationships. As a result, the school community is 'flourishing together'.
- Strong, meaningful partnerships with Christ Church the Quinton, Birmingham Diocese and the Birmingham Diocese Multi Academy Trust (BDMAT) are highly valued and mutually beneficial. These partnerships empower the pupils and adults to grow with confidence.
- Religious education (RE) is highly regarded. Pupils enjoy and value their learning. Teachers are enabled, through training and support, to deliver a curriculum that challenges pupils.
- Collective worship is vitally important to the daily rhythm of this school. It reinforces the importance of 'flourishing together'. It is empowering and inspiring for adults and pupils, enriching their spiritual development.

Development Points

- Deepen pupils understanding of justice through the curriculum. This is so pupils appreciate more fully how they can make a positive difference beyond the school.
- Extend opportunities across the curriculum to explore spirituality more broadly. This is so that pupils are able to reflect on the question of whether there is something greater than ourselves, as well as thinking about self and others.



Inspection Findings

Vision and Leadership

Leaders, including governors, know and understand this school and its wider community well. They are ambitious for adults and pupils. They ensure the vision for 'flourishing together' and the nurturing culture, to 'be kind, be fair and be thankful' are a living reality. This understanding is appreciated and embraced by adults and pupils, empowering a tangible sense of inclusion and togetherness. Individuals know that leaders are ambitious for them, which encourages self-belief, confidence and enhances equity. This culture is celebrated widely via weekly newsletters, creating a sense of teamwork and openness that parents value. Consequently, adults and pupils know they are heard, valued and that they belong. Governors are dedicated to their role. They are well informed by leaders and through monitoring. This enables them to provide appropriate challenge and support, including recognising the importance of reviewing and reshaping the vision with school leaders. As a result, effective teaching strategies and inclusive classroom practice empower pupils to flourish. Leaders have a detailed understanding of the theology that underpins the vision. This shapes all actions and decisions, driving a strategic vision that strengthens the flourishing of the school community.

Vision and Curriculum

The vision gives life and direction to the curriculum, ensuring it is challenging, accessible and inspiring. Different learning opportunities are woven into the teaching to secure inclusion and engage pupils. For example, drama was used to help pupils explore a character's feelings. By breaking the activity into steps, pupils could question the character and demonstrate their learning verbally, supporting them to succeed. 'Flourishing together' is the key phrase, enabling the best outcomes for individual pupils, academically and holistically. The curriculum sensitively widens horizons, raises aspiration and encourages pupils to consider the wider world, as experienced during the inter-faith week. Through the established culture, pupils, including those with additional needs, develop the confidence to share their thoughts. Leaders have introduced a shared approach to developing spirituality. This provides pupils with the tools needed to reflect upon and discuss their personal responses. It uses a shared language of 'ows, wows and nows'. However, the opportunities to consider whether there is something greater or 'beyond' are less well developed.

Worship and Spirituality

Coming together for collective worship is highly valued and integral to the daily life of this school. It unites the school community and reinforces the shared vision to flourish together. Worship is rooted in biblical themes and includes songs, stories and prayers that inspire spiritual growth. For example, in the act of worship observed, the pupils considered the biblical text from Psalm 139 about being 'fearfully and wonderfully made'. Adults are enabled to lead worship confidently through training and guidance. These opportunities also support their personal spiritual journey and understanding. Exceptional partnerships with clergy enhance the impact of collective worship through theological guidance, which in turn enriches spiritual flourishing. Regular services are held in church which parents, carers and pupils enjoy attending. These opportunities bring the school family and the wider community together, building and enhancing a reciprocal relationship that enables spiritual development.

Vision and School Culture

The wellbeing of all is paramount. Driven by the vision, leaders strive to bolster each unique member of the school community. Parents and carers describe feeling part of this culture and included in their child's school journey. This desire for 'flourishing together' underpins all actions and decisions. With love, care and determination, leaders create a strong sense of inclusion which enhances wellbeing. Adults, pupils and their families are known, respected and nurtured. Pupils know and look out for each other daily. They support each other at playtimes through a buddy system which encourages older pupils to look after younger ones. Parents and carers of pupils who have additional or special educational needs and disabilities (SEND) trust the adults



with their children. Consequently, parents' own wellbeing is nurtured. There is a determination to ensure personal flourishing extends to adults through opportunities for career development. Staff feel listened to and encouraged by leaders. Challenging times are met with understanding and compassion that sustains individuals. As a result, attendance for adults and pupils, is strong.

Vision, Justice and Responsibility

Pupils demonstrate an understanding of responsibility, shaped by the Christian vision and ethos. This is evident in the way they care for one another and those visiting the school. Pupils work together to resolve minor disagreements respectfully and responsibly, yet understand the importance of seeking help when needed. Pupil groups, such as the school council and eco warriors, play a key role in promoting responsibility. They provide pupils with opportunities to experience democracy through voting processes and are aware of the responsibilities associated with their roles. Pupils understand fairness and speak about what is right for themselves and others. They recognise that justice requires more than charity; it demands sustained, thoughtful action. Justice is described by pupils as not standing on the sidelines. However, this understanding is in its infancy and is still being developed. Effective partnerships between the school community, Christ Church the Quinton and BDMAT enable continuous reflection and development. For example, clergy and a nominated church youth worker further enrich spiritual growth through weekly worship and regular engagement with pupils and staff. The vision for BDMAT and school are closely aligned, supporting a shared direction and enabling this school to flourish within the multi academy trust.

Religious Education

RE is given high priority in the curriculum and is enjoyed by pupils, who happily discuss their learning. With guidance from the diocese, leaders provide a creative curriculum which is enriched by a range of additional high-quality resources. The curriculum structure has been thoughtfully developed and sequenced to meet the needs of the pupils. It is supported with detailed planning, enabling it to be taught confidently. It broadens pupils' experiences of the differences and similarities between faiths. This ensures RE is engaging, challenging and relevant for these pupils. Appropriate training has been actively sourced through close partnerships with BDMAT and the diocese. As a result, teachers are well equipped to deliver the curriculum.

Information

Address	Hagley Road West, Birmingham, B32 1AJ		
Date	15 January 2026	URN	143439
Type of school	Academy	No. of pupils	208
Diocese	Birmingham		
MAT	Birmingham Diocese Multi Academy Trust		
MAT Chair	Sarah Smith		
Headteacher	Steve Miller		
Chair of Governors	Sarah Lal		
Inspector	Caroline Unitt		