

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stockland Church of England Primary Academy

Vision

‘I have come that they have life, and have it to the full.’ John 10:10

Stockland Church of England Primary Academy 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 school’s strong Christian vision permeates throughout the school. The unwavering desire for all to experience ‘fullness of life’ is truly meaningful, fostering flourishing among pupils and adults alike.
- Enriched by the Academies for Character and Excellence (ACE) trust, leaders have developed a dynamic curriculum tailored to the community’s needs and centred on the school’s vision. This broad and engaging curriculum extends beyond the classroom, supporting academic and personal development.
- Joyful collective worship, deeply shaped by the Christian vision, is integral to school life. It inspires spiritual growth in both pupils and adults.
- The Christian vision fosters a culture of dignity and respect, enabling pupils, staff, and the wider community to live full and flourishing lives.
- Effective leadership ensures that the religious education (RE) curriculum is inclusive, engaging, and creative. It offers rich opportunities for pupils to deepen their understanding of the major world faiths, including Christianity, and non-religious worldviews.

Development Points

- Embed consistent opportunities for spiritual development across the curriculum. This is to enhance reflection, deepen spirituality, and support pupils’ personal and moral flourishing.
- Ensure that the RE curriculum provides pupils with opportunities to explore Christianity as a diverse, living faith. This is to help pupils to understand how beliefs influence identity, values and choices in today’s world.



Inspection Findings

Vision and Leadership

Rooted in the Bible verse, John 10:10, the school's Christian vision is deeply embedded and resonates throughout the school and beyond. Supported by values, which are illustrated through Bible stories, this vision is actively lived out by dedicated leaders and staff. They work tirelessly to create an inclusive environment where everyone feels a strong sense of belonging and wellbeing. This enables pupils and adults to flourish, experiencing God's grace and love. This culture of flourishing is evident in the high aspirations leaders hold for all members of the school community. They encourage every adult and pupil to dream big, strive for excellence, and live life to the fullest. The vision is closely aligned to that of the trust which, together with the local advisory board (LAB), enhances the work of the school. This is particularly evident within the trust's experiential curriculum that has been adapted by leaders to meet the context of the school. Staff cherish the joy of seeing pupils succeed, and they find their own fulfilment in witnessing this growth.

Vision and Curriculum

The school's outward-looking curriculum, developed with the trust, meticulously reflects its vision, enabling pupils to live life in all its fullness. Carefully chosen content broadens pupils' understanding of their locality and the wider world. For example, older pupils study early Islamic civilisations and the Silk Road, fostering an appreciation of historical diversity. The school knows its pupils very well and the curriculum is thoughtfully tailored to meet individual needs. An enquiry-based approach encourages reflection and creativity which enables pupils to embrace the joy of learning, regardless of their starting points. For pupils who are vulnerable, and for those who have special educational needs and/or disabilities (SEND), this approach builds confidence and promotes inclusion. This helps them to thrive alongside their peers. Staff and pupils share an understanding of spirituality. Pupils talk of the wonder of nature and feeling God's presence as they explore the school's extensive grounds. However, this is not fully embedded or consistently applied across the curriculum. A rich programme of extra-curricular activities further enhances pupils' experiences. This supports the school's aim for them to flourish and live life in all its fullness.

Worship and Spirituality

Collective worship is central to school life and inspires pupils and adults to be the best version of themselves. Through worship, pupils and adults are spiritually nourished. Rooted in the Anglican tradition, worship is carefully planned. The symbolic lighting of a candle marks the start of this special collective time. Pupils and staff value these moments of stillness and reflection, which nurture body, mind, and spirit amid the busy day. The close of worship is marked by the invitation to join together in prayer. Older pupils reverently lead worship, sharing Bible and secular stories that reflect the school's vision and values. Pupils describe feeling God's presence during worship, regardless of their faith background. Strong partnerships with local clergy and church groups enrich worship, which includes regular church services connecting the school to the wider community. For example, at Christmas, pupils lead 'nine lessons and carols', sending personal letters of invitation to members of the community. This vibrant worship life supports spiritual growth within and beyond the school.

Vision and School Culture

At the heart of the school's vision is a steadfast commitment to enabling everyone to live their best lives. Strong relationships, grounded in mutual respect and trust, foster an inclusive, compassionate environment. Differences are celebrated as reflections of being made in God's image. Pupils demonstrate cooperation, forgiveness, and reconciliation, embodying integrity even when unobserved. Parents value the school's strong community spirit and the care shown to them during challenging times, describing this as a comforting 'hug'. They also appreciate the broad opportunities provided and the school's active role in the wider community. For example, the school hosted a recent cross-country event, which brought the whole community together.



Supported by the trust, leaders cultivate a culture where staff feel valued and empowered. Individual 'aspiration plans' support their professional and personal growth.

Vision, Justice and Responsibility

The school's vision shapes positive attitudes towards life, both within and beyond the school. Pupils eagerly embrace opportunities while showing concern for those less fortunate than themselves. Pupil-led fundraising actively supports others, reflecting a desire to enable all to live full lives. This commitment fosters a strong culture of responsibility. Older pupils take on leadership roles for worship, eco-schools and wellbeing, inspiring younger pupils to aspire to similar positions. Justice and ethical awareness are explored through a whole-school approach. For example, learning about rainforests prompts enquiry into small South American plantations, leading to thoughtful debate on deforestation, fair trade, and environmental impact. Pupils also take action locally, successfully campaigning to reduce single-use plastics in the school kitchen. Reciprocal relationships with the wider community further reflect the vision in practice. Pupils, for instance, grow flowers for the church's flower festival, contributing to the community while learning the value of shared effort and care.

Religious Education

RE holds a high profile in the curriculum and significantly contributes to the school's Christian character. Supported by the trust, the RE leader has carefully planned a challenging and well-sequenced curriculum. This systematically builds knowledge and understanding of the major world faiths, including Christianity. Opportunities to explore non-religious worldviews, such as Humanism, are also provided. The RE leader stays informed of national developments through the trust and diocese, sharing this with staff to enable effective curriculum delivery. Leaders monitor curriculum implementation and ensure that resources are readily available and up to date. Pupils enjoy RE, appreciating its role in fostering respect for diverse faiths and worldviews. They recognise shared values, such as the golden rule of treating everyone as you would wish to be treated. Emerging partnerships with people and places, such as the Hindu Temple in Exeter, provide contextual learning opportunities. However, pupils' exploration of Christianity as a vibrant, diverse, and global faith is limited.

Information

Address	Stockland, Nr. Honiton, Devon, EX14 9EF		
Date	9 October 2025	URN	137454
Type of school	Academy	No. of pupils	75
Diocese	Exeter		
MAT	Academies for Character and Excellence (ACE)		
MAT Chair	Philip Mantell		
Headteacher	Ethne Staniland		
Chair of Governors	Julie Lomas		
Inspector	Jayne Peacock		