

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Churchfields, The Village School

Vision

‘Two are better than one for they can help each other succeed.’

This is based on Ecclesiastes 4:9-12 – Two are better than one, because they have a good return for their labour. If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up. Also, if two lie down together, they will keep warm. But how can one keep warm alone? Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.

Our Christian Values: Love, Forgiveness, Compassion and Friendship.

We aim to ensure all learners become ‘Reflective – Resourceful – Resilient’.

Churchfields, The Village 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

- Churchfield’s Christian vision is embedded within the life of the school and is accessible to all. Pupils recognise when ‘two are better than one’. This guides and supports them on their school journey, enabling them to succeed and flourish.
- Churchfields school has created a culture of respect, inclusion and equality, where people are nurtured and valued. Pupils develop a secure sense of identity, which is rooted in the belief that they are uniquely created and valued.
- Spiritual development is threaded through the school curriculum and wider life of the school. Pupils consider things thoroughly and reflect carefully on their learning.
- Collective worship is engaging and thought provoking. Using varied aspects and approaches, pupils and adults are given time to be collaborative and reflective, creating positive spiritual experiences.

Development Points

- Review the curriculum to ensure pupils have opportunities to explore areas of justice and responsibility. This is to enable them to understand the difference they can make and empower them to bring about positive change.
- Enhance and refine the revised religious education (RE) curriculum. This is to enable pupils to deepen their understanding of religions and worldviews as being global, living and diverse.



Inspection Findings

Vision and Leadership

Churchfields' image of a boat describes the journey that the whole school community is on together. This mirrors the vision of two working together to succeed, something modelled by the school's dual sites. The vision is understood and pupils recognise the benefits of seeking collaboration to support them moving forward. This, alongside the values of love, forgiveness, compassion and friendship, supports strong community relationships. Shared learning experiences between the two sites, managed by school leadership, create a greater capacity for pupil learning. Working collaboratively with other multi-academy trust (MAT) schools supports teachers within their roles. The impact of the school vision is monitored by both the MAT church school distinctiveness team and the governors. This means systems and structures are developed and adapted, resulting in pupils and adults flourishing.

Vision and Curriculum

The curriculum at Churchfields is both challenging and aspirational and supports pupils spiritually, socially and academically. Learning is adapted across both sites, to ensure that pupils have equal opportunities to succeed regardless of need and ability. For example, at the Monkton Farleigh site, classes are smaller. This helps pupils deemed more vulnerable or with special educational needs and disability (SEND). The vision is threaded through the school curriculum, which encourages pupils to seek support and to work collaboratively when needed. Visits and visitors to the school engage and inspire pupils, providing them with richer learning experiences. 'Wow' days, with more innovative activities, bring both school sites together, further supporting social development. Spirituality days provide space for thoughtfulness and stillness, whilst allowing pupils to also be imaginative and creative. During the school day, there are also regular opportunities for spiritual development. Curricular areas like English music, and art encourage awe and wonder. Pupils talk animatedly about their spiritual gardens, which they were involved in creating. They see them as peaceful places, where you can relax and be calm, supporting their well-being. Pupils think deeply and are reflective learners.

Worship and Spirituality

Collective worship at Churchfields provides a space for pupils and adults to sing, pray and reflect communally. Through shared liturgy, music, story and drama, the school engages in shared experiences which have real depth and value. This supports spiritual growth. Whole school worship is followed up in class worship and this is a treasured time. Here, classes explore ideas and issues raised earlier and are given time to consider and respond. Class collective worship books are displayed proudly in each room. These exhibit how pupils regularly engage with enquiry questions, based on the value of the term. Responses are profound and show a significant level of insight. Collective worship is enhanced by visits from the local church community, who tell Bible stories through acting. This engages pupils and they appreciate diversity of expression, enabling spiritual development. A range of hymns and songs are used for singing, gathering and sending out, promoting different styles of worship. The school prayer is also shared during worship, reminding everyone of the school vision of working together.

Vision, Justice and Responsibility

Through collective worship and spiritual reflections, pupils are encouraged to consider issues of injustice around the world. Questions are asked during whole school worship, which are then followed up in class. These allow pupils to consider changes they would like to see nationally and globally. Responses mirror the school vision, encouraging the community to consider others. Partnerships between sites, with other MAT schools and the local churches are strong and mutually reciprocal. Pupils recognise the benefits of working and learning with others and enjoy welcoming guests and visitors. Every year, pupils in Key Stage two take part in a scheme which encourages them to consider their personal responsibility. Individuals have responded well, with



examples of real change within the local community. However, these examples are isolated. Opportunities for pupils to consider their personal responsibility are not regularly planned for.

Religious Education

At Churchfields school, RE is a priority. Leaders engage with continual professional development (CPD) and encourage other teachers in their own CPD. A new RE curriculum was launched and shared with the whole school staff during a training day. The curriculum is well structured and enables progression, as pupils build on their prior knowledge of beliefs. A range of religions and worldviews are taught, and learning is focused around enquiry questions. Units of work allow pupils to reflect on big questions and develop their own questioning skills. They share their thoughts and engage in collaborative discussions around the religion they are being taught. Pupils consider different points of view and decide what they believe, which develops their own understanding. However, pupils do not demonstrate that they understand that religions and worldviews are global, living and diverse.

Vision and School Culture

Churchfields Christian vision embodies equity and inclusion and creates a culture where people are valued and accepted. Pupils know that 'two are better than one' helps everyone to succeed through peer support and encouragement. If someone is in need at break time, pupils demonstrate care, referring to the vision as guidance. Relationships in the school are strong, and pupils are known well by staff. Pupils are happy, and both school environments enable them to flourish. This supports the wellbeing of pupils who may need quieter working environments, showing how they are treated well. Collaborative work with other MAT schools allows teachers to adapt their teaching and broaden their range of activities. This also reduces teacher workload, supporting wellbeing. Partnerships between schools, the church, the MAT and dioceses are mutually beneficial. Teachers and assistants support each other through informal meet ups at the end of the week. Alongside this, there is also professional mental health support provided by the MAT. Staff turnover is extremely low, and people enjoy being part of the school community.

Information

Addresses	Churchfields, The Village School, Bradford Road, Atworth, Melksham, SN12 8HY Churchfields, The Village School, Monkton Farleigh, Bradford-On-Avon, BA15 2QD		
Date	13 th January 2026	URN	150829
Type of school	Academy	No. of pupils	122
Diocese	Wiltshire		
MAT	The Palladian Academy Trust		
MAT Chair	Mark West		
Head of School	Heather Saunders		
Executive Headteacher	Simon Futcher		
Chair of Governors	Roy Knaggs		
Inspector	Paul Marvin		