

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Caldecote Church of England Academy

Vision

Living and learning together. Flourishing in faith.

Our vision is to raise up a generation of compassionate and confident leaders who will impact the world for good. We integrate academic learning with a deep commitment to Christian principles, encouraging each student to discover and achieve their potential.

The Lord says, 'I will guide you along the best pathway for your life. I will advise you and watch over you.'
(Psalm 32:8)

Caldecote Church of England 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

- School leaders and staff live out their vision as they seek the 'best pathway' for pupils to progress in their learning. They readily discover the uniqueness of individual pupils and how they can reach their potential.
- Pastoral care is extremely effective with the special educational needs and/or disabilities (SEND) team, building strong relationships with families. Consequently, pupils' social and emotional needs are met well.
- The school and Diocese of St Albans Multi-Academy Trust (DSAMAT) work closely together, with a clearly aligned vision to enable flourishing. As a result, plentiful opportunities are given to staff to receive training and develop their careers. This, in turn, impacts positively on the pupils' teaching and learning.
- Collective worship is central to school life and brings together a variety of expressions. This helps pupils and adults to engage positively during worship, whether they come from a faith or non-faith background.
- The vision drives the curriculum and wider activities. Consequently, pupils are offered a range of opportunities for spiritual development.

Development Points

- Broaden the teaching within religious education (RE) to enrich pupils' knowledge of diversity within a range of beliefs and worldviews. This is to develop pupils' understanding of how people live out their faith in different ways.
- Enhance pupils' understanding of justice so they make a positive difference in other people's lives.
- Expand the opportunities to explore big questions of life and sense of wonder in a range of curriculum areas. This is to enrich pupils' spiritual flourishing and growth.



Inspection Findings

Vision and Leadership

Leaders' deep commitment to the Christian vision enables members of the school community to thrive. They model how to live and learn harmoniously together by displaying God's love and compassion. The school vision is underpinned by the strong Christian values, which are explored during collective worship and throughout the school day. Forgiveness, trust and justice are key elements of the behaviour policy. Showing these values in action brings the vision to life demonstrated by the positive relationships throughout the school. Pupils and adults are guided on their pathway to 'discover and achieve their potential' as each person's uniqueness is carefully considered. Working with the DSAMAT trust provides key opportunities for staff to work with other schools and to undertake professional development. This, in turn, benefits the learning and wellbeing of pupils. Staff and pupils flourish together as a result. Whatever their starting points, pupils are seen as uniquely created by God with talents that need to be explored. The vision motivates staff to seek the best for pupils. This is done through the love and care they show, as they communicate and work closely with their families. Time and energy are given to include parents and carers, on their child's learning journey, making them feel valued and well informed.

Vision and Curriculum

The vision driven revised curriculum focuses on enquiry skills. Teachers are starting to plan opportunities for the big questions to be integrated with different subject areas. This gives a framework for pupils to develop a spiritual approach to learning and consider how life skills can be interconnected. For example, when studying the Vikings, pupils consider why people leave their homelands, comparing this with a refugee's plight today. Thus, making their learning relevant and meaningful. The extra-curricular offer extends pupils' experiences, such as the Trust choir, cooking club and Masquerades drama club. The exciting leadership programme, organised through the school, develops pupils' confidence, encouraging them to attempt new skills. They thrive because of these opportunities. A visit from a Paralympian swimmer inspired pupils to persevere when faced with challenges. Adaptive learning is provided for those who need extra support or challenge, resulting in pupils having courage in their learning.

Worship and Spirituality

Collective worship is a central focus each day. A varied diet of worship takes place with vibrant partnerships from members of the local churches. Therefore, pupils connect in a variety of ways and with different Christian expressions. Leaders plan worship with the pupil Leading Lights team. They follow value-based themes and important Christian festivals. Pupils are excited by the Christian teaching and take part thoughtfully in worship through voluntarily praying or reflecting. As a result, pupils benefit from opportunities to grow spiritually. They recall characters in the Bible who display school values, like Daniel showing courage in the Lions' Den. Adults talk about the meaningful impact collective worship has on their lives. It gives them a chance to pause and reflect away from the busyness of school life. Makaton signing is used effectively during worship and at other times of the day. This creates a calm atmosphere. Certificate worship helps pupils feel valued as they celebrate one another's achievements. Staff and pupils confidently articulate their thoughts about spirituality. They use the image of windows, mirrors and doors, looking outwards, inwards and upwards. Consequently, it helps them to recognise spiritual moments in their lives with a sense of awe and wonder for the world.

Religious Education

The curriculum is shaped to give a broad and balanced approach to RE. Training for staff enables them to offer lessons with an emphasis on questioning skills and how faith impacts lives. However, there is a lack of depth in the curriculum implementation. As a result, pupils are limited in their knowledge and understanding of the diversity with religions and how people express their beliefs. They are enthusiastic learning about religions and their practices. Investigating the festival of Ramadan, pupils show curiosity about why religious people fast. Visits



to places of worship augment the RE curriculum, such as the faith tour, where pupils talked to religious leaders. Thus, pupils learn about religions first-hand. Through the RE curriculum, pupils learn to show an appreciation for God's world. Forest school is integrated with learning about creation to enhance pupils' experiences.

Vision, Justice and Responsibility

Inspired by the vision, pupils readily undertake responsibilities throughout the school. They show care for each other during playtimes and in class, exemplifying the family atmosphere and togetherness. Older pupils have jobs, ranging from eco warriors, digital leaders to office angels. Thus, pupils have a chance to show the values of service and generosity. The school community partners and supports various charities. A group of pupils organised a cake sale for their chosen charity, motivated by the vision to 'impact the world for good'. These actions teach pupils to learn how they can impact positively on the lives of others. The Caldecote Challenge is a school initiative that encourages pupils to look after their environment. For example, they learn how to reduce waste, grow their own food and have an electricity-free day. A recent unit of work on 'Our Blue Planet' increased pupils' awareness of global issues. Therefore, pupils make ethical choices and learn to be effective stewards of God's world. Pupils' understanding of justice is limited, focusing mainly on what they can do at school and home to protect world resources.

Vision and School Culture

Getting to know families well is a priority for the school. Those who are disadvantaged and/or vulnerable are integrated into school life. Staff welcome pupils and find out the 'best pathway' for individual needs. The dedicated SEND team goes above and beyond for pupils and families. Whether it is a medical need, or a challenging family situation for instance. Serving others and being generous-hearted are key values shown by staff. Workshops and coffee mornings help to inform parents on how to support their child in the best way. Staff feel valued, knowing that the 'no problem approach leadership' is there to support and guide them. Their skills and talents are encouraged and developed to reflect the vision and values. The school's restorative approach to behaviour is effective and therapeutic. It emphasises inclusive and harmonious living and learning together, embodying the school vision. Consequently, pupils behave impeccably around the school. Parents acknowledge the Christian distinctiveness displayed at Caldecote, seeing it as a 'place of joy and happiness'.

Information

Address	Manor Place, Upper Caldecote, Bedfordshire, SG18 9DA		
Date	20 January 2026	URN	144010
Type of school	Academy	No. of pupils	85
Diocese	St Albans		
MAT	Diocese of St Albans Multi-Academy Trust (DSAMAT)		
MAT Chair	Jennifer Jenkins		
Headteacher	Sarah Evans		
Chair of Governors	Vaughan Johnson		
Inspector	Claire Coulson		