

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shottery St Andrew's Church of England Primary School

Vision

'Anchored in faith, we shine.'

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew 5:16.

Shottery St Andrew'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

- Leaders have a determined focus in ensuring the vision and values are driving their actions and are central to the school's life and work. Living out this vision is enabling pupils and adults to flourish together.
- Spirituality is embedded across the school and woven through the curriculum, collective worship and daily school life. There is a shared language and understanding at all levels. This enables pupils and adults to speak meaningfully about spiritual encounters.
- Inclusivity is central to the life and work of the school. Pupils, including those who are deemed vulnerable and those who have special educational needs and/disabilities (SEND) are nurtured compassionately. Pupils are known and cared for as individuals. As a result, they thrive in such a caring environment.
- Wellbeing has a high priority in school. Leaders have created a caring culture where everyone is respected. Relationships are warm and nurturing, consequently, pupils and adults flourish.
- Collective worship is carefully planned, thought provoking and inclusive. It significantly impacts on how pupils and adults understand and live out the school's vision and values.

Development Points

- Extend opportunities for pupils to address areas of injustice. This is to enhance their understanding of the difference they can make, empowering them to bring about change.
- Continue to embed and refine the recently revised religious education (RE) curriculum. This is to enable pupils to deepen their knowledge and understanding of the subject.



Inspection Findings

Vision and Leadership

Shottery St Andrew's recently renewed Christian vision is carefully chosen to be inclusive and rooted deeply in the needs of the community. In doing so, leaders have placed pupils at the forefront, raising aspirations. School life is underpinned by the Christian vision to support pupils and adults to 'let your light shine' through God's love. Driven by the vision leaders are moving the school forward. They make considered, nurturing and sometimes difficult decisions. Governors play an important role in supporting and challenging leaders. They monitor and evaluate the vision, ensuring it continues to shape and guide the school's future direction. This results in an environment where pupils and adults thrive. The vision is lived out through a set of well-known worship and SHINE values which permeate school life. Pupils are proud of their 'Values Passports'. These are treasured booklets which link the school values to texts read in collective worship and how pupils can live them out daily. They are shared with parents and carers which ensures there is a joint ownership. This results in a flourishing community where Shottery's 'shine' values really do make a difference to both pupils and adults alike.

Vision and Curriculum

Insightful leaders have recently remodelled the curriculum in line with the vision to enable pupils to flourish. There is a carefully planned outdoor learning curriculum that utilises the school grounds as well as the local area. This means that pupils benefit from enriching and spiritual experiences such as star gazing. Texts are carefully chosen to complement work on values. This gives learning meaning which in turn, allows pupils to enjoy success. Lessons start with a Bible verse linked to the subject being taught. This helps pupils to focus and appreciate the opportunities for learning they are given. The curriculum is interspersed with 'values weeks'. For example, a week's whole school learning planned around the story of Joseph and his coat. The impact is seen in the way that pupils interact with one another. Spiritual moments are planned into the curriculum. Pupils talk confidently about the SONG framework (Self, Others, Nature and God) and the deeper meaning of life. Christian values interwoven into the teaching, give pupils opportunities to reflect, whilst also making links to their own lives. St Andrew's Day celebrations help pupils to understand the significance of St Andrew to their school. High aspirations flow through the school, as a direct result of the vision.

Worship and Spirituality

Collective worship plays a major role in deepening pupils' understanding of the vision and values and what this means for them in daily life. Great attention to detail has been taken to planning. A story is shared at the start of the week, linked to the values and teaching of Jesus. This ensures pupils' attention and interest are captured. For example, the story of 'Basil dreams big' was linked to the value of compassion and developed through the parable of the lost sheep. Pupils understand stories and parables help them reflect on their behaviour and attitude to each other in school. Worship is recognised as a special time to come together. It provides opportunities for spiritual development. This is because moments of quiet reflection, time to consider big questions and invitations to pray and sing are offered. Pupils and staff recognise the positive impact that worship and spiritual flourishing have on their daily lives. This is evident in the love and care that is in abundance in the school community. Class worship includes moments of quiet thought as well as the opportunity for personal reflection. Strong partnerships with St Andrew's Church and the diocese also help to enrich the spiritual life at school. Parents and carers value the opportunities they have to join worship and celebrations at the church. As a result, there is a strong sense of community.



Vision and School Culture

Inspired by the vision, leaders prioritise inclusion and the wellbeing of each individual. Staff appreciate the positive atmosphere of mutual care and concern. Dedicated wellbeing days and regular check-ins, help staff to feel valued, emotionally supported and mentally healthy. Relationships in the school are positive because both staff and pupils are treated as valued and unique individuals. Staff, pupils and families are well-supported through difficult times. They feel confident sharing their concerns, knowing they will be met by leaders with compassion and action. The skilled staff team nurture pupils to flourish. Systems of praise recognise pupils who 'shine' in the school. For example, the 'SHINE' boards in each classroom celebrate those pupils who have enjoyed success academically or have lived out the values. This makes a real difference to pupils' self-esteem. Staff and pupils use the language of the values in daily interactions and behaviour interventions. As a result, pupils are confident, articulate and very caring towards each other. Pupils lead a 'wellbeing Wednesday Club', which they value as a quiet time with their peers. Pupils with SEND and those who are deemed vulnerable are supported individually by the school. In this way, everyone is able to reach towards their potential and flourish.

Vision, Justice and Responsibility

Leaders create a culture in school of justice and responsibility through their focus on the vision and values. The vision reflects the intention for pupils to demonstrate good deeds. Compassion and forgiveness are the foundation for these in school. Pupils grow personally and spiritually as they eagerly take on positions of responsibility. In supporting charities, pupils offer support to those in the local community. These include charities very close to the hearts of those in school. This helps pupils to foster a deep sense of community. They are respectful, responsible citizens. They value others, reflecting the school vision and values through their actions and choices they are supported to make. However, opportunities to initiate their own ideas to challenge injustice and bring about positive change are limited.

Religious Education

Leaders' recent revision of the RE curriculum enables pupils to encounter a broader and more diverse range of religions and worldviews. Consequently, it broadens their horizons. Pupils explore Christianity as a living, vibrant and diverse faith. The RE leader has worked closely with the diocese to implement the new curriculum which is balanced and effective. Staff training has developed their confidence and enabled them to take ownership of the subject. Pupils are able to talk in detail about what they have learnt. They are inspired to think deeply about beliefs and how religions are lived in many ways. An environment has been created in which pupils feel safe to explore and discuss religious concepts and big questions. However, the curriculum is still in the early stages of implementation so is not fully embedded.

Information

Address	3 Hathaway Lane, Stratford upon Avon. CV37 9BL		
Date	28 November 2025	URN	125646
Type of school	voluntary controlled	No. of pupils	100
Diocese	Coventry		
Headteacher	Louise Withers		
Chair of Governors	Larry Granelly		
Inspector	Jane Davis		