

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shottery Church of England Voluntary Controlled Primary School

Hathaway Lane, Shottery Stratford-upon-Avon CV37 9BL

Current SIAMS inspection grade	Good
Diocese	Coventry
Previous SIAMS inspection grade	Outstanding
Local authority	Warwickshire
Date of inspection	15 th June 2017
Date of last inspection	June 2012
Type of school and unique reference number	Voluntary Controlled Primary 125646
Headteacher	Sarah Marshall
Inspector's name and number	Rosemary Privett 321

School context

Although expanding, Shottery is significantly smaller than the average primary school, with just under 90 pupils on roll. The majority of pupils are taught in mixed age classes. The number of pupils for whom English is not their first language is below the national average. The number eligible for free school meals are also below the national average. The proportion of disabled pupils and those who have special educational needs is above the national average. The school currently has vacancies for foundation governors. There has been a new chair of governors since the last inspection.

The distinctiveness and effectiveness of Shottery as a Church of England school are good

- The leadership of the headteacher articulates and promotes a vision for the school rooted in Christian values.
- High quality relationships at all levels demonstrate the school's Christian values of love, truth, perseverance, humility, forgiveness and service in action.
- Creative and imaginative approaches in religious education (RE) and class worship in this church school which enable pupils to reflect and think deeply.
- The high quality pastoral care provided by the school within a Christian framework enables pupils to make progress and achieve well.

Areas to improve

- Develop robust systems to enable governors and other stakeholders to monitor and evaluate all aspects of the school's distinctive Christian character effectively.
- Develop awareness of worldwide Christianity so pupils have an understanding that it is a multi-cultural world faith.
- Develop ways in which pupils can have greater ownership of planning, leading and evaluating worship.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Shottery is a happy, inclusive and caring school. It is focused on developing the whole child so they can 'achieve well and flourish'. In the past year, the school has made its values more explicit. It focused on creating a set of core Christian values. These values are important to pupils because they worked with the senior teacher to agree them.

They are eager to talk about the impact of love, truth, perseverance, humility, forgiveness and service on their attitudes and behaviour. They say that they 'help school be a safer place for everyone'. However, they are only just beginning to link these values with their biblical roots. The school demonstrates its Christian values in the way it treats the whole school community as a family. This means that pupils and colleagues feel supported, motivated and respected. As a result, relationships between all members of the community are excellent. Pupils love coming to school and learn in a secure Christian environment where they make good progress and achieve well. Attendance is good and exclusions are rare. Pupils are proud of each other's achievements. They enjoy marking them in whole school achievement and values assemblies and wear their 'values badges' with pride. Staff are good role models, seeking to live out the core values. The values are shared explicitly through worship and RE. Pupils also experience the Christian values of love and service in action when the whole school community unites to raise money for charities. Pupils are proud of their two-year campaign to secure a defibrillator for the community. Parents value the close attention given to the achievement and wellbeing of each individual, especially those who may need more support. The progress of these pupils is testimony to the high quality pastoral care and Christ-like compassion given to all. In this way the school's Christian character is lived out through its actions.

Pupils' social and cultural development is well supported through a wide range of creative arts activities, such as participating in Royal Shakespeare Company productions and art workshops exploring mosaic and batik work. The resulting stained glass windows, willow angels and cloths for the worship table, enhance the visual environment of the school. They also help celebrate its distinctive Christian character in a tangible way.

The spiritual development of pupils is well supported in a variety of ways. The creative and imaginative approaches used by staff are strength of the school. Through RE, class worship and regular meditation and mindfulness sessions, pupils are supported to reflect and think deeply. These help them to look beyond themselves and engage with issues in the wider world. They also support their moral and social development. A Year 6 pupil said, 'Meditation helps me to free my mind.' Another said, 'Its different from prayer. We meditate on our own but when we pray, we are together with God.' Age appropriate prayer areas in each classroom have an impact on pupils' spiritual development. They give them time and space to pray, be quiet and to reflect on things that may be troubling them. The school recognizes however, the need to embed a whole school approach to developing spirituality across the whole curriculum. Lively artwork and displays linked to RE topics, demonstrate the importance placed on the subject. They help it make a positive contribution to the school's Christian character. An example of this is the way that pupils created acetate symbols to represent aspects of the story of Pentecost. These now decorate a playground shelter. Pupils enjoy RE because teaching strategies engage them and cross some curriculum boundaries. In this way, it makes a positive contribution to their spiritual, moral and cultural development. Through RE, pupils also have a good understanding of faiths other than Christianity. They understand the importance of respecting the beliefs of others and those from diverse communities. They are less clear about the place of Christianity as a worldwide faith, which the school recognises.

The impact of collective worship on the school community is good

The important place held by worship in the daily life of the school, has been effectively maintained since the last inspection. Pupils enjoy it because themes are relevant and help them to make meaning. In this way it supports their spiritual development. As the school has no hall, worship takes place in different settings. These include classrooms and a special outside worship area, developed in response to a development area from the last inspection. Staff, clergy and visitors demonstrate their commitment to worship by leading on a regular basis. Staff value the times of quiet and reflection. This means that pupils experience a wide variety of worship styles. This enriches provision.

Themes regularly explore biblical material and the life and teaching of Jesus so that pupils understand his importance to Christians. One act of worship each fortnight is linked specifically to the school's Christian values. This means that pupils hear about them in a biblical context. It also focuses on how they are being lived out by pupils. In class worship, pupils, particularly in Key Stage 2, regularly engage with issues and events in the wider world and consider how they might respond. This is valuable because pupils are supported in a way that enables them to offer prayers and deeply personal responses. These occasions are an extension of the school's core purpose, which is focused on enabling all pupils to grow and flourish. Since the last inspection, pupils have become more involved in planning special services. Each class now helps to plan and lead a church service to celebrate key Christian festivals such as Easter and Christmas. The occasions when they can plan and lead worship in other settings are currently limited. Although there is no dedicated worship space, the subject leader has ensured that a set of symbols is available,

enabling staff and pupils to create a focal point for worship, wherever it happens. Objects such as crosses, cloths, candles and Bibles are familiar to pupils. This means that they are able to talk about the meaning behind them. A Year 3 pupil said, 'When we light the candle we know we are meeting and praying in the light of God.' The school has correctly identified the need to extend these resources to enrich pupils understanding of the cycle of the church year and The Trinity. A thread of prayer runs through the school day. Pupils share their own personal prayers in worship, doing so with sincerity. The age-appropriate prayer and reflection areas in the classrooms are valued and contain collections of prayers written by pupils. Pupils of all ages enjoy sharing them at lunchtime and at the end of the day. Through praying in these ways, pupils have an awareness of its importance. The vicar and a member of the Grace church regularly support the worshipping life of the school. They are welcome visitors. Pupils also speak enthusiastically about the visits of the 'Open the Book' team. Typical comments from pupils are: 'We love dressing up and acting out Bible stories' and 'They really help us learn more about God and Jesus and what they mean to us!' The school attends the church for services at key times in the church year. This means that pupils have a good understanding of the meaning behind key Christian festivals. The coordinator monitors the impact of the worship programme. She carefully considers the effectiveness of themes and approaches so that they remain relevant and fresh. Although monitoring has included pupils in previous years, their role in leading aspects of this process is currently undeveloped. The school recognises this as an area for future action.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher and senior teacher promote a distinctively Christian vision for the school. This is now underpinned by its explicit Christian values. Their expectations for the best possible education for all pupils within a caring Christian environment are exemplified in the school motto, 'Care for and inspire, care about and achieve. 'This is a school with high expectations, where leaders are focused on ensuring that every pupil is supported to achieve their best. It effectively promotes good academic achievement as well as the spiritual development and wellbeing of pupils. This is seen in the end of key stage results for 2016 where pupil attainment was in line with the national picture. Senior leaders ensure that the Christian ethos of the school is promoted and shared widely. This is particularly evident in its rich visual environment. A good example of this is a banner created by pupils displaying the school motto along with the symbol of St Andrew. A Year 6 pupil said, 'It's important that it's here. It tells anyone who comes in, what our school is all about.' Priorities for the development of the school's Christian ethos feature on the school improvement plan. These have resulted in improvements to provision such as developing the involvement of pupils in planning and leading special services. The headteacher effectively leads both RE and collective worship so that previous good practice has been maintained in both areas. This means that they meet statutory requirements. She also makes effective use of occasions that may arise for the development of staff as leaders in a church school. This is seen in the way that responsibility for leading the recent initiative to establish the core values was effectively delegated to the senior teacher. The impact of this work has greatly enriched the school's Christian character. The headteacher and the new chair of governors have a close and effective working relationship, focused on a robust drive to maintain high standards. Members of the governing body are also committed to the school's on-going development. Effective strategies are in place for them to monitor its overall effectiveness. Through regular visits to classrooms and their new roles as 'class friends' they gather information about how each class works and the progress pupils are making. Governors are aware of the need to monitor the school's effectiveness as a church school and some monitoring is in place. For example, through visits to collective worship, they gather information about its impact on pupils. However, the strategies to monitor other aspects of the school's Christian distinctiveness are limited. They lack rigour and strategic direction. Leaders have correctly identified this as an area for development. They see the imminent appointment of new foundation governors as the starting point for developing their monitoring and evaluation work. The role of parents and pupils in the evaluation process is also limited. Leaders are committed to maintaining and growing a wide variety of partnerships. Termly meetings with other local church schools, means that good practice is shared. A strong and mutually beneficial partnership exists between the church and the school. Through services at Easter, Christmas and Harvest as well as visits to support RE, pupils see the church as 'their own'. Facilities are shared for mutual benefit and members of the church support the life of the school school as volunteers. Through the parent teacher association, events such as an Easter trail build strong links with the community and enable the school's distinctive character to be shared widely.