

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shustoke Church of England VC Primary School

Vision

‘Living life in all its fullness.’ John 10:10

At Shustoke, all are encouraged to flourish and let their light shine before others. Passionate staff guide and support children to become compassionate, respectful, forgiving and confident individuals equipped to persevere when faced with challenges, and to serve their community, living as Jesus taught. Like a tree planted by streams of water, Children grow strong in wisdom. They explore talents, interests, and spirituality through opportunities to live life in all its fullness. Through our shared values, loving relationships are nurtured, and doors are opened to a future filled with hope, joy, and peace. Together, we all thrive.

Shustoke Church of England VC 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.

Strengths

- Leaders, including governors, have a deep understanding of the context of the school. This understanding means that the Christian vision is a lived reality. As a result, the school, is a caring and nurturing place where together, pupils and adults thrive.
- Shaped by the vision, the curriculum, including the extra-curricular offer, is aspirational and exciting. It inspires pupils to explore their unique talents and interests. Committed to transcending barriers, staff have created a truly inclusive provision that has a transformational impact on learners.
- Collective worship is valued as a sacred time when the whole school comes together. Driven by the school’s vision and enriched by the church, it provides opportunities to reflect on vision and values. This supports individuals’ spiritual development.
- Staff are a strong team who take a shared responsibility and understanding for the pupils they serve. Consequently, loving relationships permeate all aspects of school life, making a positive difference to the wellbeing of pupils and adults.
- There is a close partnership between school, church and the village community. This significantly contributes to pupils’ taking action that fosters the school’s active culture of responsibility and care for others.

Development Points

- Strengthen systems for governors to evaluate the impact of the school’s Christian vision. This is to ensure they have a clear understanding of how to move the school forward as a Church school.
- Evaluate the success of the new religious education (RE) curriculum. This is to inform the next steps.



Inspection Findings

Shustoke Primary School is at the heart of its community. It is a warm and welcoming school that truly lives out its vision. Compassionate leaders put themselves in the shoes of the people they serve, so they can better understand their needs. This underpins their relentless resolve to support and help. Therefore, a culture of mutual love and care exists that permeates every aspect of the school's work. Leaders' core purpose to ensure pupils thrive and flourish shapes the school's extensive offer of exciting learning activities. These opportunities enable pupils to discover new talents and interests, giving them a chance to 'let their light shine.' As a result, pupils' lives are enriched through broadening their horizons. Governors know the school well and visit regularly. The effectiveness of the vision is understood through leaders' systems for listening to the views of staff, pupils and parents. However, a clear process for governors to evaluate the impact of the school's vision is not in place.

Motivated by the vision to 'live life in all its fullness,' leaders have designed a board and rich curriculum. Opportunities for spiritual development are mapped out across every subject. For example, a Year 6 visit to explore Coventry Cathedral's architecture, offers spirituality through history. Staff thoughtfully adapt provision for those who have special educational needs and/or disabilities (SEND). Parents of pupils who have SEND rightly speak of the transformational change in their children since joining the school. They have many examples of their children's rapid progress academically, emotionally and socially. Surveys demonstrate the positive impact of the school's strong inclusive culture. The broad range of extracurricular activities is a deliberate approach to expand aspirations and choices. Leaders monitor the uptake closely. This information enables staff to effectively transcend barriers. Some clubs are put on at lunchtime and individual transportation arrangements for after school clubs are organised, to encourage participation. As a result, involvement has increased. In addition, opportunities for pupils to experience awe and wonder through the school's natural environment are woven throughout the curriculum. Consequently, pupils' learning experiences positively impact on their academic, emotional and spiritual flourishing.

Invitational and inspirational daily worship is valued by pupils and adults as a sacred time for reflection and prayer. A highly effective partnership with the church ensures worship is a central part of school life. Visits from the vicar and the 'Open the Book' group inspire pupils to reflect on the meaning of Bible stories. Pupils consider how these stories relate to their own beliefs and actions. Leaders are passionate that worship provides hope and joy as an expression of the Christian vision. 'Time to shine' weekly worship celebrates individual's for demonstrating the focus value. This is a way in which pupils are encouraged to live as Jesus taught us. Pupils are very clear how everyone is included in this. As one pupil aptly put it, 'Even if you don't believe, you should still follow the actions and treat others well.' Committed volunteers enrich the musical life of the school and enhance the singing worship that takes place. Staff and pupils speak about hymn words that mean so much to them personally. This has led to a tangible sense of togetherness through singing. Some adults speak movingly about how collective worship brings them closer to their faith. Staff surveys demonstrate how they feel included in worship whatever their personal beliefs. As a result, daily collective worship is enriching the lives of adults and pupils, enabling them to flourish spiritually. Parents appreciate attending school services in church to celebrate key Christian festivals, as well as the much loved 'Bubble Church.' These opportunities to worship in church further unites this caring community, so that, 'together, they can thrive'.

This small school expresses its vision by providing compassionate Christian love that is extended to the community. Typically, serving others with humility and kindness is normal for leaders here. This has created an environment where people are genuinely cared for and nurtured. Excellent relationships are formed, as a result. Staff say they



always check in with each other and are rightly proud of how well they work together. Staff surveys overwhelmingly say that they are supported with their work life balance and with their career development. Access to counselling and wellbeing days are an example of the support they are offered. As a result, staff feel valued and appreciated. Volunteer 'buddies' support younger children on the playground and the pupil 'happiness champions' delight in spotting peers actioning the values. This shows pupils' kindness towards one another. Parents are justifiably proud of their children's progress at this school. Staff build confidence in the pupils by celebrating their achievements and characteristics, which plays a big part in their success. The culture of forgiveness and restorative practice is consciously modelled by staff and then emulated by pupils. Teaching and resources support learners to understand difference and diversity. This has enabled 'children to grow in wisdom' about what equity and equality really means. As a result, the school's caring and inclusive culture has a positive impact on the wellbeing of pupils and adults.

A breadth of roles and responsibilities are available to pupils, these include, 'school parliament' representatives and the eco-council. This creates a culture of justice and responsibility where pupils can help others and care for the environment. Pupils recognise the needs of their local community and beyond. Ways in which pupils make a difference include, supporting the elderly and by raising funds to help children in Uganda. This has led to pupils developing their understanding about how their actions of kindness can positively aid others.

The Coventry and Warwickshire agreed curriculum has recently been implemented at Shustoke. It enhances the school's RE curriculum by sparking curiosity through big questions that link to pupils' own lives. Pupils demonstrate a deep knowledge of a range of religions. They understand the value of this knowledge in enabling them to respect and get along with others. Expanding their understanding of worldviews is also important to pupils. They say they want to find out about what others might think. Creative learning activities ensure barriers to achievement are removed for pupils who have SEND. Multiple opportunities to visit a diverse range of places of worship broadens pupils' knowledge, thus, enriching the provision. Leaders attend training led by Birmingham Diocese, which they disseminate to all staff. This has led to improved staff knowledge and expertise. However, RE leaders have not had sufficient time to evaluate the new curriculum. As a result, they are unclear about the impact of the provision on pupils' learning experiences.

Information

Address	Forge Road, Shustoke, Near Coleshill, Warwickshire B46 2AU		
Date	19 June 2025	URN	125684
Type of school	VC	No. of pupils	183
Diocese	Birmingham		
Headteacher	Michele Wall		
Chair of Governors	Carole Byng		
Inspector	Beverley Roberts		