

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stratford-sub-Castle Church of England Primary School

Vision

'Life in all its fullness.' John 10:10

Stratford-sub-Castle 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

- The school's vision, underpinned by the Christian values of love, joy and peace, and rooted in biblical stories, is a lived reality. It drives decision making, empowers adults and widens the horizons of pupils.
- Relationships within the school are excellent. Inspired by the vision, this is a school where pupils and adults feel understood, valued and nurtured. Consequently, pupils and adults flourish here.
- A profound internal culture of acceptance and belonging enables 'Team Stratford' to thrive together, as well as each member being valued for their uniqueness.
- The partnership between the school and the local church is natural, heartfelt and mutually nourishing.
- An unswerving commitment to viewing each pupil holistically underpins spiritual development, ensuring that 'life in all its fullness' is experienced.
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Development Points

- Broaden pupils' understanding of 'life in all its fullness'. This is so that they are empowered as advocates for change and justice beyond their school community.
- Deepen pupils knowledge of Christianity as a diverse and global faith. This is so that pupils are aware of the richness of Christian traditions and practices.



Inspection Findings

Stratford-sub-Castle is a popular, oversubscribed village school on the outskirts of Salisbury. It is rooted in its community and understands well its context and needs. Pupils and adults flourish here. Families, many of whose members are ex pupils themselves, feel known and supported. Most staff members have been associated with the school for many years, so they are trusted by the wider community. There is a tangible sense of belonging pervading the school, which is warm and inclusive. This deep communal identity is known by pupils and adults as 'Team Stratford'. It is the school's shorthand to convey its all-embracing culture of acceptance and worth.

The Christian vision is a lived reality. The vision impacts decision making at every level. Governors are 'critical friends' who consistently ensure that policy and decisions are made in keeping with the vision. Leaders naturally make decisions inspired by the vision. Examples of this are numerous. These include welcoming families in need into 'full' classrooms and the tweaking of a school trip to maximise the experience for one child. The vision is underpinned by the Christian values of love, joy and peace. These are taught as being essential to living a life lived 'in all its fullness'. Biblical stories illustrate the values, enabling pupils' understanding to deepen. Leaders are passionate in ensuring that the school's Christian values are 'woven through us, not just the curriculum'. Pupils thrive at Stratford-sub-Castle because of the commitment to celebrate the whole child. Adults model the truth that 'everyone is loved by God and our differences enrich us and the team'. This ethos is well embedded and shared by pupils. For example, at a recent sports day, Year 6 boys 're-ran' their race. This was so that they could join a classmate who was left far behind in order for them to finish together. This nurturing school context gives pupils confidence and compassion. Pupils are known in the wider community as well-rounded, grounded individuals.

Collective worship is invitational, relevant and inclusive. The vision and the school's Christian values are naturally woven throughout. This is shaping lives and attitudes. Spiritual flourishing is enhanced through the opportunities to experience collective worship in different styles and with a variety of contributors. These include the vicar and the pupils themselves. Stratford-sub-Castle school cherishes their relationships. They enjoy a positive and fruitful partnership with the diocese, which offers valued support and encouragement. In addition, the school is an intrinsic part of the village. It values its links with the Anzacs and commemorates Anzac Day, laying posies on war graves, a village tradition. This has enriched pupils' understanding of the past and their responsibility to live out the Christian value of peace. However, the school's most significant relationship is with the church. Pupils attend 'my church' to celebrate festivals and meaningful themed activity days, about Easter for example. They look forward to these occasions and these punctuate the school year with memorable highlights.

Spiritual flourishing is taken seriously. There is an intentionality in promoting spiritual development across the curriculum. This occurs incidentally, when outside with EYFS, for example, and in planned opportunities within the curriculum. A 'windows, doors and mirrors' approach provides a shared spiritual language which is used across the school to articulate feelings and ideas. The recent addition of a candle symbol for a reflection and/or hope has added a further layer of depth to this, extending pupils' thinking.

Religious education (RE) is well planned and sequenced. Pupils are enthusiastic about RE. They understand that this provides them with the understanding and tools to live in a complex wider world. They enjoy RE which is explored in creative ways. The RE curriculum is enriched by visits to various places of worship where pupils gain first-hand experience of the importance of belief. However, study in RE is sometimes at a shallow, stereotypical level. This means that the vast diversity and global nature of faith, including that within Christianity, are not fully explored. This is compromising the impact RE has in preparing pupils to live well in a global society.



The Christian vision inspires a culture of fairness and justice within the school. The school's restorative justice programme reflects this. Consequently, pupils are aware of the effect their behaviour has on others and ways in which they can make amends. However, leaders have not enabled pupils to understand how they can impact injustice in a wider context. The idea that the 'life in all its fullness' should be a reality for all has been unexplored.

Pupils are valued for their uniqueness and encouraged to be the best version of themselves, to attain for themselves 'life in all its fullness'. Adults work relentlessly to support pupils as individuals, to help them to achieve the best possible outcomes. Consequently, there is a positive culture of wellbeing. This is seen in the care taken of those pupils who are unsettled, as well as those facing more serious personal challenges. 'Worry worms' and 'Fuzzies' (a knitted fidget toy) are simple but highly effective ways in which pupils are supported. The recent appointment of a school chaplain, paid for by the local church, has already had a positive impact on wellbeing. Adults too feel cared for and enabled to live 'life in all its fullness'. This is felt personally, as well as being offered opportunities to grow and flourish professionally. This is a school of the 'small things', done intentionally with great love and care. Year 6 pupils daily welcome anxious younger pupils into school. There is an understanding whereby partners are not chosen in PE, so that no one feels left out. Where practicable, where pupils sit in the classroom is changed each week so that pupils build relationships and understanding with their peers. In these ways, and many more, the 'normal' for Team Stratford is transformative.

Information

Address	Stratford-sub-Castle, Salisbury, Wilts SP1 3LL		
Date	26 November 2024	URN	126361
Type of school	Voluntary Controlled	No. of pupils	143
Diocese	Salisbury		
Headteacher	Justine Watkins		
Chair of Governors	Andy Mintram		
Inspector	Dorothy Robinson		