

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Thomas and St Anne's Church of England Primary School

#### Vision

We aim for our children to have the brightest futures, each one nurtured individually to discover their unique potential. We want our children to aspire to be the best they can be and live their lives rooted in kindness, courage and respect. We want our children to go into the world as beacons of light, shining their lights brightly so they can live their lives in all its fullness. 'Let your light shine' Matthew 5:16

St Thomas and St Anne'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

- The school's Christian vision is the driving force supporting the work of leaders and governors. It shapes strategic decisions, policies and daily practices. It ensures that priorities are aligned with its theological foundation.
- Staff are well cared for, valued and supported in their professional and personal development. Leaders foster a culture of respect, encouragement and well-being. This ensures that members of the school community feel included, listened to and appreciated.
- Collective Worship is central to the life of the school and makes a significant contribution to pupil's spiritual development. It provides regular opportunity for prayer and engagement with biblical teaching – enabling pupils to explore their own faith and values.
- The school's Christian vision effectively shapes the curriculum ensuring that learning is purposeful, engaging and rooted in the vision and values.
- The vision underpins the school's outdoor play and learning programme creating meaningful opportunities for learning and flourishing beyond the classroom.

#### Development Points

- Extend opportunities for prayer and reflection beyond the daily act of collective worship. This is to enable pupils and adults to engage meaningfully with spiritual practices throughout the school day.
- Articulate and embed a clear, shared definition of spirituality. This underpins the many effective examples of spirituality taking place.
- Develop an explicit and strategic approach to becoming agents of change. This is to ensure pupils and adults can engage meaningfully with local, national and global issues of justice and sustainability.



## Inspection Findings

### Vision and Leadership

Grounded in the Christian values of aspiration, kindness, courage, and respect, St. Thomas and St Anne's is a place where children and adults feel safe, valued, and empowered. The school's vision and values guide relationships, behaviour, and decision-making. Such examples include the instigation of regular teaching assistant meetings by leaders and a launch of the school's led catering provision. These actions reinforce forward thinking and as a result, the community grows in compassion, resilience, and understanding. The vision shapes the school's culture and practice, enabling pupils to become confident, compassionate, and active contributors to their communities. Pupils are involved in decision-making, such as leadership roles at lunchtime, fostering independence, problem-solving, and self-confidence. Governors ensure the vision and values remain central. They provide support, challenge, and annual evaluations through 'Governor Day' to assess their impact on the flourishing of both pupils and staff. Together, the school family thrives in a loving, inclusive Christian environment, living life in all its fullness.

### Vision and Curriculum

The curriculum is shaped by the school's vision, supporting learners to flourish academically and socially. Opportunities for spiritual growth are intentionally planned and woven through daily learning. However, pupils cannot clearly define what spirituality is or how to describe their own feelings. Consequently the impact of the provision is reduced, limiting progress in spiritual growth. Through robust monitoring, including learning walks, pupil voice and assessment of wider personal development, leaders know that pupils thrive. Leaders refine provision so that pupils who are disadvantaged experience similar richness of opportunity and are explicitly supported to flourish. Learning activities are carefully adapted to meet a range of ability groups, providing personalised pathways for pupils to succeed. As a result, the vision actively shapes their experience, enabling them to develop confidence, so they can 'let their light shine'. The outdoor play and learning programme is transformational, offering pupils opportunities to lead learning, grow in confidence and take risks. This programme, alongside a range of clubs such as 'stay and play', science and sports, enhances the curriculum offer. Consequently, pupils enjoy a vibrant and engaging education that broadens horizons.

### Worship and Spirituality

Worship at the school is shaped by its Christian vision. It provides inclusive, invitational, and inspirational experiences. Exploring themes of faith, trust and courage, pupils are encouraged to see their hand as a boat on the ocean. They put their worries in the boat and reflectively consider not being alone, but being cared for. Experiences like these deepen pupils' understanding of spiritual concepts and nurture emotional resilience. Pupils engage enthusiastically through responses, prayer, singing, and interaction. They are able to reflect upon their own beliefs, values and experiences. Pupils grow in confidence to explore big questions such as; 'How can we show courage in our lives'. They show empathy towards others and recognise their capacity to make a positive difference in the school and wider community. For example, supporting a local children's hospice. Consequently, pupil's understanding of faith inspired acts of kindness is strengthened. Pupils value the regular virtual worship provided by the diocese, which supports good practice through modelling. Pupil worship leaders enrich worship by leading prayer, music and the call to worship. A range of worship styles, such as 'Open the Bible' led by church members, strengthens spiritual flourishing by fostering curiosity. Prayer is a consistent feature of worship. However, few prayer opportunities exist beyond worship, limiting opportunities for further spiritual growth.

### Vision and School Culture

The school's vision shapes a culture in which members of the community are valued, nurtured, and supported to live well together. Staff are warm, kind, and approachable, creating an open-door ethos where pupils and colleagues feel consistently listened to and supported. Governors and leaders demonstrate they value the workforce through their investment of medical and mental health support. Examples include tailored interventions such as physiotherapy, chiropractor services and the introduction of the school-led catering. Innovative pupil and staff awards, such as Hanwood's High Fives, celebrate the many achievements and positive



contributions across the school community. These actions have a positive impact on well-being. The school benefits from the strong and valued presence of the vicar from St Thomas', whose pastoral approach is warmly appreciated. Pupils engage in restorative approaches that encourage reconciliation, sharing and communicating with care. Consequently, behaviour problems are solved swiftly with opportunities to continually consider feelings. These practices, alongside the school's values create an environment where relationships are strong, the community flourishes, and the Christian vision is lived out.

#### Vision, Justice and Responsibility

The school models its vision by fostering responsibility for the needs of others. Pupils learn about key figures who championed courage and service, highlighting their impact on society. This helps pupils understand and celebrate diversity and difference. Through engaging in acts of service towards charitable initiatives such as a local children's hospice and local food banks, pupils put their vision driven faith into action. They demonstrate respect, tolerance and care. Personal, Social & Health Education (PSHE) and wider learning experiences, including sports, arts, and residential activities, build responsibility through teamwork. Pupils take on meaningful roles such as House Captains, that teach dignity and respect. Restorative approaches and pastoral care create a nurturing environment in which individuals feel supported, respected, and able to thrive. The school is active in ensuring staff, with guidance from the diocese, have up to date training on how to promote justice and responsibility with a school setting. Consequently, confident staff explore issues in worship and class with confidence whilst pupils benefit from seeing how their vision impacts lives. Collaboration with local schools supports professional development through peer learning. This results in sharing good practice to strengthen provision.

#### Religious Education

The school's ambitious religious education (RE) curriculum is thoughtfully constructed. It uses a range of enriching resources ensuring that learning is both high-profile, meaningful and engaging. Learning is based upon the need to make sense of and make connections about beliefs and understand the impact on people's lives. This approach ensures that pupils gain a secure understanding of Christianity and a range of faiths. Learning opportunities are shaped around a question-driven approach such as: 'What does it mean to be a Muslim in the Britain today?' Such learning is enriched with a visitor from the Muslim community. This approach encourages pupils to explore ideas critically, reflect deeply, and make connections between their learning and their own experiences. Visits and visitors representing a range of faiths provide first-hand experiences that enrich learning and deepen respect for the beliefs of others. Governors and senior leaders actively monitor the curriculum and evaluate its impact. Staff receive consistent support and guidance from the diocese, the RE subject lead, and collaborative links with other schools. This ensures teaching enables pupils to explore, reflect, and engage thoughtfully with religious ideas.

## Information

Address	Hanwood, Shrewsbury, Shropshire SY5 8JN		
Date	10 November 2025	URN	123525
Type of school	Voluntary Controlled	No. of pupils	89
Diocese	Hereford		
Headteacher	Hannah McGrath		
Chair of Governors	Geraint Phillips		
Inspector	Shaun Miles		