

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

### Knightlow Church of England Primary School

#### Vision

At Knightlow, our vision is for everyone to shine.

We believe each child is wonderfully made and called to live 'life in all its fullness.' (John 10:10)

Rooted in our Christian ethos, love guides everything we do. We nurture kindness, wisdom, and compassion, helping children become beacons of light.

Our inclusive environment fosters dignity, respect, and strong community relationships. Through a rich, stimulating curriculum, we spark curiosity, ignite ambition, and raise aspirations. We support academic, social, and spiritual growth, guiding children toward purpose and fulfilment.

At Knightlow, we give every child the confidence, capability, and conviction to 'let their light shine.' (Matthew 5:16)

Knightlow 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 Christian vision has been carefully crafted and drives the strategic direction of the school. It is a lived reality where pupils and adults flourish as a result of learning and growing together.
- Collective worship is a central, vibrant and valued part of the day. It enriches and inspires both pupils and adults and deepens opportunities for prayer and reflection.
- Leaders create a culture of compassion and respect that prioritises wellbeing and professional growth. This shapes a staff culture marked by trust, fairness and shared responsibility to support pupils to thrive.
- The religious education (RE) curriculum at Knightlow is ambitious, coherent and well balanced. It enables pupils to develop secure religious understanding and to engage thoughtfully with a wide range of religious and non-religious worldviews.
- High-quality RE teaching promotes deep thinking, thoughtful questioning and meaningful connections in learning. It enables pupils to show strong understanding and sustained progress.

#### Development Point

- Extend planned opportunities for spiritual development across the curriculum, enabling pupils to deepen their understanding of spirituality. This will help them to articulate their personal responses with increasing confidence.



## Inspection Findings

### Vision and Leadership

The Christian vision shapes daily life at Knightlow creating a culture where pupils and adults grow with confidence and purpose. The vision is simple, visible and shared because it was formed collaboratively and reflects the school's context and values. It guides relationships, expectations and decisions, giving the school a strong sense of unity and direction. 'Guiding Lights', the school's behaviour expectations, help pupils understand how Christian teaching shapes choices, behaviour and attitudes. Pupils show kindness, respect and inclusion, reflecting the school's commitment to dignity and restorative practice. Throughout the school the atmosphere is calm, welcoming and purposeful, demonstrating the impact of the vision. Strategic decisions prioritise staffing, provision for pupils who have special educational needs and/or disabilities (SEND) and professional development. This gives strong support for pupils considered vulnerable and sustained growth for adults. Monitoring through pupil voice, staff voice and governor evaluation gives leaders an accurate picture of daily life in the school. Leaders interpret the vision confidently in their own work, using it to guide support for new staff and strengthen professional practice. The partnership with All Saints Church enriches the vision and strengthens community identity. Pupils understand the vision through worship, religious education and leadership roles. They describe 'shining' as helping others to shine, demonstrating how the vision shapes daily choices and positive interactions.

### Vision and Curriculum

The curriculum reflects the Christian vision by enabling pupils to grow academically, personally and spiritually through ambitious and inclusive learning. Leaders have designed a curriculum that offers rich experiences, community links and opportunities for pupils to shine. It is tailored to the school's context and supports pupils to look upwards, outwards and inwards as they learn. Pupils understand how values shape learning because they are woven across subjects and wider experiences. Enrichment, including clubs, visiting speakers and outdoor learning, strengthens confidence and independence. Leaders know pupils are learning well because monitoring draws on pupil voice, work scrutiny and careful analysis of groups. Adaptations remove barriers and ensure equity for pupils who are considered vulnerable. Staff use pre-learning, scaffolding and targeted support to build independence and deepen understanding. Spiritual development is increasingly woven through the curriculum encouraging pupils to reflect, ask questions and explore meaning. Opportunities to explore love, Trinity, Incarnation and creation deepen pupils' understanding of the vision and widen their learning. Experiences in church and school help pupils understand themselves and others. Leadership roles and community projects strengthen character and responsibility.

### Worship and Spirituality

Collective worship is central to daily life and spiritually enriching. It is rooted in the vision that calls the community to shine with heart, soul, mind and strength. Worship is planned with clarity and purpose through a four-year cycle. It draws on Christian festivals, values and biblical teaching. The structure is consistent and inclusive. Makaton signing, candle lighting and familiar greetings create a calm and reverent atmosphere. Worship fosters stillness and strong engagement. Adults' thoughtful questioning reflects its impact on spiritual awareness. Worship offers varied opportunities for spiritual growth, enabling pupils and adults to flourish through stillness, reflection, music and shared prayer. Pupils use the analogies of windows, mirrors and doors to reflect, apply learning and consider personal action. The partnership with All Saints Church strengthens worship and community life. Pupil voice confirms that worship is interactive, enjoyable and meaningful. At Knightlow it is a favourite part of each day. It helps pupils understand Christian stories, explore big questions and make good choices. Pupil leadership strengthens ownership and spiritual awareness. Monitoring and evaluation by leaders and governors are robust. Their findings shape strategic decisions that enhance pupils' spiritual development. Pupils give clear explanations of how worship shapes behaviour and relationships, although some are still developing confidence in expressing spirituality.



### Vision and School Culture

Knightlow's culture of compassion and respect shapes how pupils and adults live well together. Relationships across the school are warm, calm and purposeful. Leaders prioritise wellbeing and professional growth, creating a staff culture marked by trust, fairness and shared responsibility. Staff feel valued because leaders listen, respond to need and monitor workload with care. Pupils experience consistent kindness and inclusion, supported by nurture provision, therapy dogs and thoughtful pastoral systems. Events such as Odd Socks Day and Down Syndrome Awareness Day strengthen belonging and dignity. Pupils describe feeling safe and supported, shown in their considerate behaviour and strong friendships. Tailored support, trauma-informed practice and sensitive adaptations enable pupils who have SEND to participate fully. Families receive discreet help through uniform support and strong links with a local charity that offers grant assistance. The buddy system and pupil-led clubs encourage older pupils to care for younger ones and model positive relationships. Staff and governors monitor and evaluate wellbeing closely, ensuring timely support for pupils and adults.

### Vision, Justice and Responsibility

The Christian vision creates a culture where pupils understand justice, take responsibility and act with care for others and creation. Pupils learn that shining their light involves fairness, empathy and thoughtful choices. Democratic processes, including school council elections and rotating leadership roles, help pupils understand fairness and shared responsibility. Pupils explore ethical questions through the curriculum, worship and religious education, deepening their understanding of justice. They identify injustice in their community and the wider world and respond with practical action. Environmental stewardship is strong, with pupils leading litter picks, planting trees and addressing local issues. Partnerships with All Saints Church strengthen community identity and provide meaningful opportunities for service. Pupils contribute to village life through planning events, writing letters and collaborative projects. Pupils who have SEND are supported to understand justice through social stories, wellbeing conversations and accessible reflection tools. Leaders monitor the impact of this work through pupil voice and community engagement. Pupils recognise that responsibility extends beyond school. This is evident in how they explain the importance of 'shining their light in the village and at home.'

### Religious Education

The RE curriculum is ambitious, coherent and well balanced, enabling pupils to develop secure religious understanding. Leaders ensure the curriculum meets national Church school expectations. It has a clear structure that develops knowledge and understanding of Christianity and diverse worldviews. The five-part lesson design supports progression across theology, philosophy and human sciences. Worldviews Passports and structured tasks deepen reflection and help pupils understand different perspectives. Monitoring through book looks, pupils' voice and governor involvement gives leaders a clear view of impact. 'Grill the vicar' sessions enrich both adults and pupils' understanding of Christianity as a lived and global faith. Leaders ensure the curriculum is responsive to pupils who have SEND, enabling access and meaningful participation. Staff receive focused professional development that strengthens subject knowledge and consistency. Teaching and learning in RE are a strength. The curriculum is carefully sequenced, enabling pupils to revisit key concepts and deepen understanding. Pupils explain beliefs, practices and ideas with accuracy and insight. They show high engagement, curiosity and respect. Teachers adapt lessons effectively to meet the needs of learners, including those who have SEND. Regular assessment helps teachers identify secure understanding and address misconceptions promptly. Leaders monitor provision closely and have an accurate view of strengths across the school. Pupils feel safe to ask questions, explore ideas and express their thinking openly.

## Information

Address	Hill Crescent, Stretton-on-Dunsmore, Warwickshire, CV23 9NF		
Date	30 April 2026	URN	130910
Type of school	Voluntary aided	No. of pupils	213
Diocese	Coventry		
Headteacher	Claire Woolley		
Chair of Governors	Nicola Haywood		
Inspector	Gillian Paterson		