

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Apostles Church of England Primary School

Vision

Every human being is created in the image of God, each is invited to work together with others and God to bring life and allow all of the creation to flourish and grow.

‘God created humankind in his image, in the image of God he created them.’ (Genesis 1:27)

Learn well, Live well, Together

Holy Apostles 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

- A clear Christian vision is deeply embedded within the school. It is well known and articulated passionately by pupils and adults alike. As a result, it drives actions which enable people to grow as children of God.
- A deep culture of justice pervades through the school. Pupils and adults are empowered to speak out and challenge injustice. As a result, pupils and adults make a difference in their school and local community.
- Collective worship is a special moment that builds community. It is inspirational and drives pupils to change. The calm, reflective nature enables pupils and adults to grow spiritually.
- Religious education (RE) has a high priority in the school. The ambitious curriculum enables pupils to develop a good understanding of a range of religious and non-religious worldviews. This in turn enables pupils to become responsible citizens.
- Pupils and adults are treated well. Each person is known as an individual and valued for the unique gifts they have. This is because the vision ensures that people are respected, no matter their background, as people made in the image of God.

Development Points

- Embed the shared approach to spirituality within the curriculum. This is so that pupils can recognise spiritual moments in their learning, enabling them to deepen their spiritual growth.
- Embed the teaching of Christianity as a global world faith. This is so that pupils deepen their understanding of the diverse nature of Christianity as a living world faith.



Inspection Findings

Vision and Leadership

The Christian vision is at the heart of everything that leaders do in the school. The four 'All Statements' (all are equal, all are precious, all are needed, and all are unique) create clarity in the vision and support its outworking. Leaders are relentless in their approach to using the vision in their day-to-day experience. As a result, the vision has become a natural part of the discussions within school. In response, leaders, including governors, constantly make decisions with the vision at the forefront of their minds. This is evident, for example, in decisions regarding staffing provision for pupils with additional needs. The school is supported by a dedicated group of governors who understand the school and the vision well. Leaders at all levels strategically monitor the impact of the school vision. Changes to the monitoring format used by governors have brought the vision into sharper focus. This ensures that changes made in the light of monitoring are carefully linked to the needs of the community. As a result, leaders have a clear understanding of how the vision has an impact on pupils and adults.

Vision and Curriculum

The Christian vision sits at the heart of a well-planned curriculum. The core belief that all are created in the image of God guides every decision in developing a curriculum that meets the needs of each pupil. For example, carefully chosen texts in English enable pupils to understand diversity. This is because school leaders are passionate about the fact that all are equal and precious. Deliberate decisions around extra-curricular clubs are also shaped by the vision. Extra-curricular activities are carefully monitored to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), have access to a range of clubs. Therefore, with the vision at the forefront, leaders ensure that pupils have what they need to learn well. As a result, pupils grow holistically in school as unique individuals. Leaders recognise spirituality as a golden thread within the curriculum and ensure opportunities are carefully planned throughout. However, pupils' understanding of spiritual moments within the curriculum is less well developed.

Worship and Spirituality

Collective worship is an integral part of school life. It is valued as a time to be community and do things together. Pupils recognise collective worship as a 'heartful moment' which enables them to reflect on the world around them. Careful planning enables pupils to experience a range of voices in worship. Themes such as the miracles of Jesus, and the apostles support them in gaining a good understanding of the Bible. The inclusive nature of worship is demonstrated through aspects such as signing the welcome. Furthermore, through worship pupils are inspired to change and live out the vision in school and beyond. They take messages learned in worship and apply them to their daily lives. For example, learning about creation and how to save electricity. Worship enables pupils and adults to have a moment of quiet, calm reflection. As a result, they can discuss what spirituality means to them and how, through prayer and reflection, they grow spiritually. Leaders monitor and evaluate worship effectively, making changes as appropriate. For example, the inclusive and invitational nature of worship ensures that pupils of differing faiths and worldviews can access prayer in an appropriate way. As a result, worship has a deep impact on people's lives.

Vision, Justice and Responsibility

Justice for all is central to the outworking of the distinctively Christian vision. This is evident in the way that people are cared for in the school. Key decisions within the curriculum also support pupils, including those with SEND, to feel part of the school community. As such, they recognise that, 'no one feels left out in what they are learning'. Pupils and adults alike are empowered to speak up for those who cannot speak for themselves. This is because, inspired by the vision, leaders have created a culture where people work together for the good of others. Pupils are provided with a wide range of opportunities to support an understanding of injustice, such as social and climate. This has facilitated the installation of solar panels on the school. The emphasis on 'all are



precious, and all are equal', inspires ongoing work with a local care home. Pupils continue to visit following the end of the project as they recognise the need to support the residents.

Religious Education

The RE curriculum is well sequenced and planned by the subject leader. Through the vision, effective development plans are in place. Although new, the curriculum is having an impact on the knowledge and understanding of pupils. External training and additional input led by the subject leader, develops teacher confidence and supports their acquisition of subject knowledge. Teachers also draw on knowledge and wisdom from leaders to support their teaching. This leads to an environment where RE is considered a core subject and is highly valued. Resources within the curriculum supports pupils in developing a deep knowledge of religious and non-religious worldviews. This is demonstrated, for example, through pupils exploring the impact of Hajj in the past compared to today. Rich experiences through RE days and visitors to the school further enhance the curriculum and the learning experience for pupils. Pupils recognise that there is diversity in the way that Christians think. However, their understanding of Christianity as a global world faith is not as well embedded.

Through the work planned, pupils make progress in their learning. Assessment systems are in place to track their progress and these are being used to support learning. Pupils of all abilities, including those with SEND make progress in RE. This is because teaching encourages them to be curious and ask questions. Pupils enjoy their learning and there is a buzz of excitement within lessons. RE provides a safe space for them to share their ideas about their learning. Furthermore, teaching enables pupils to develop empathy about how religious people live their lives. For example, they speak openly about the way in which Christians show how they 'love their neighbour' by sharing food with the foodbank.

Vision and School Culture

Positive mental health and wellbeing are strengths of this school. Leaders have taken effective steps to ensure a positive work-life balance for staff. Staff appreciate the fact that they are encouraged to develop professionally and limitations are not put on people. This leads to a culture where staff are valued and feel part of the school community. Therefore, the vision, focusing on being created in God's image and all being precious, creates a deep culture where people are treated well. Each person's needs are taken into account and effective adaptations are made where appropriate. This leads to an environment where everyone is nurtured and cared for. This is because leaders are relentless in ensuring that each person is recognised for who they are. Pupils behave well in the school. Parents and carers appreciate that concerns are acted upon quickly and effectively. Pupils live the vision through their interactions with each other but can also reflect on their human nature. For example, one pupil commented, 'we are not perfect in this school, but we all try our best'. Peace Pals help support a calm and purposeful atmosphere at social times. The buddy system ensures that younger pupils are looked after and supported to settle into school. This further supports a culture where individuals are known, cared for and valued.

Information

Address	Battledown Approach, Charlton Kings, Cheltenham, GL52 6QZ		
Date	04 December 2025	URN	115679
Type of school	Voluntary aided	No. of pupils	210
Diocese	Gloucester		
Headteacher	Dan Smith		
Chair of Governors	Simon Dye		
Inspector	Duncan Hutchison		