

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tewkesbury Church of England Primary School

Vision

At Tewkesbury Church of England Primary School, our vision is for every child and adult in our community to "shine like stars in the sky" (Philippians 2:15).

Our motto, 'Learn together, shine forever,' reflects our belief that lifelong learning and strong relationships help each of us to flourish and shine brightly, both now and into the future.

We believe that shining isn't about being the best; it's about being your best, growing in confidence, showing kindness and making a difference in the lives of others.

Tewkesbury 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 vision to 'shine as stars' underpins the work of the school and its leaders. Over time the understanding of the vision has developed. Pupils and adults talk about the way in which they shine both as individuals and together.
- Carefully crafted collective worship enriches the spiritual flourishing of pupils and adults. Strong relationships between the school and the local parish churches provide rich experiences of a wide range of Anglican traditions.
- The shared approach to spirituality is well understood by adults and pupils. They use techniques to reflect on themselves and the world. This brings spiritual growth.
- This is a community that lives well together. Leaders have established systems and use the vision to transform relationships. Care and respect are the hallmarks of the school.
- Pupils are enthusiastic about learning both in, and out of the classroom. Leaders make sure that opportunities to 'shine' are thoughtfully planned and sensitively supported so that pupils benefit fully.

Development Points

- Develop a clear understanding of justice. This is to improve pupils' appreciation of how actions can make a positive difference.
- Ensure staff training enables the well-sequenced religious education (RE) curriculum to be implemented effectively.



Inspection Findings

Vision and Leadership

The established vision for pupils and staff to 'shine like stars in the sky' is known throughout the school community. It forms part of everyday conversations. Pupils and adults alike talk about the way things they do, or choices they make, can help them to shine. They also know a cluster of stars shine more brightly than one alone. This metaphor enhances the way they work together as a community. The school has selected values to help pupils explain the vision in action. These are explicitly taught through collective worship and various topics in the curriculum. As a result, one pupil commented, 'we shine through our acts as they speak to the world'. Close partnerships with the local parish churches are enabling adults in school to understand more about the importance of light and stars in Christian teaching. This learning now underpins the vision and the monitoring that leaders do to check that the school is focusing on the correct priorities.

Vision and Curriculum

In recent years leaders have developed a new approach to the curriculum and as a result pupils flourish in their learning. Pupils enthusiastically recall learning from the short, intensive blocks of teaching they receive. They enjoy tackling questions about new topics, making extensive use of subject specific vocabulary. Pupils, including those who the school identify as vulnerable, are curious about the world. They enjoy asking and answering thoughtful questions that are linked to their lived experiences. The school has a clear understanding of spirituality, and this is starting to be part of learning across the curriculum and in reflection areas in classrooms. It is clearly embedded in the way that pupils consider issues that arise for characters in the book they are sharing as a class. Through discussion they explore 'big' questions of life and have opportunities to test their own ideas about right and wrong actions. The chance to grow spiritually is also built into the extra-curricular offer. Moments of awe and wonder in nature underpin the residential trip programme. Leaders listen carefully to what interests their current pupils. They work with other staff to create rich experiences that develop pupils' confidence.

Worship and Spirituality

Daily collective worship is planned carefully so that pupils with a range of worldviews take part with integrity. Each week a value is explored in depth in a variety of ways. This allows pupils and staff to consider how that value can be lived 'in action'. The pupil worship team work with staff to design and lead memorable times of reflection. Leaders have developed clear routines for worship, and this means that pupils and adults know what to expect. Those pupils who have special educational needs and/or disabilities (SEND) find this particularly helpful. The rhythm of worship means they can share ideas and prayers with confidence. The relationship between the school and the two parish partners is strong and provides a breadth of worship experiences. As a result, there are opportunities to explore spirituality in both traditional and informal ways. This, alongside the clearly understood approach to spirituality, means that a wide range of elements are used to foster spiritual development.

Vision and School Culture

Community and kindness are key values of the school, and they are at the heart of the way that leaders consider and take actions. The vision is clear, and staff know that they are like a constellation of stars who shine brightly together. 'We can always get better' and 'learn by trying something new' are additional phrases that leaders have used to build this community of committed and empowered staff. As a result, staff are happy and try hard to build warm and appropriate relationships with pupils and their families. As one parent said, 'they [pupils] are



not just a number to move on, but a person who is growing'. This attitude of nurture starts on the playground with the daily welcome by name. Work on building strong relationships enables pupils to gain increased enjoyment from break and lunchtimes. New approaches to these social times mean that there are lots of things to do. Pupils express their creativity and learn life skills like turn-taking whilst they play. There is a clear culture of celebration. Pupils and staff are keen to be noticed for the weekly 'shine' awards. These link to the value that is being explored that week and celebrate a wide range of achievements.

Vision, Justice and Responsibility

Pupils know that they have responsibilities to themselves and each other as part of the school community. They seize the opportunity to show this in a range of roles in school from house captains to prefects. They take part in a range of charitable activities. National awareness days are carefully selected, and staff make sure that pupils learn about why they are taking part. However, pupils are unsure about justice and what that means for their actions and choices. This limits the impact of this particular area of the school's work. When things go wrong there are clear structures in place to help pupils reflect on their actions, learn from them and make changes. This is not done lightly. Those pupils who have been impacted by the actions of others are well supported to recognise their own feelings. Forgiveness is understood but not automatically expected. As a result, the dignity of each individual is cherished.

Religious Education

RE is valued part of the curriculum. Pupils recall learning from previous years and most make links to the topics that they are currently encountering. The school is working closely with the diocese to put in place the new local syllabus for RE in Gloucestershire. Leaders have made sure that there are high quality resources to support the changed curriculum. At present there is some inconsistency in the use of new ways of working. This means that some pupils do not benefit from the improved approach. Right from the start of Reception Year, leaders make sure that pupils listen to the views of others as they learn about a range of world faiths. Leaders make use of technology to enable pupils to talk with people who follow a range of faith traditions. As a result, pupils talk with enthusiasm about their studies.

Information

Address	Chance Street, Tewkesbury, Gloucestershire. GL20 5RQ		
Date	19 January 2026	URN	115654
Type of school	Voluntary controlled	No. of pupils	259
Diocese	Gloucester		
Headteacher	Timothy Rylatt		
Chair of Governors	Oonagh Hughes		
Inspector	Lizzie Jeanes		