

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Coleshill Church of England Infant School

Vision

At Colehill we want to celebrate the uniqueness of every child and discover the potentially wonderful in every one. We want to instil in our children a love of learning that will stay with them forever. Christian values such as kindness, resilience and respect underpin everything we do but above all we want them to be happy.

‘Let your light shine, that they may see your good works and glorify your Father which is in heaven.’

Matthew 5: 15-16

Coleshill Church of England Infant 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, ‘let your light shine’, is central to the work of the school. It is widely known and understood by the school community and used by leaders to plan and evaluate their actions. As a result, leaders are empowered to make courageous decisions.
- The school’s curriculum and wider opportunities are structured to enable pupils to develop their individual strengths and talents. They know they are unique and encourage each other to ‘shine’. They are well supported to achieve and thrive.
- Through its vision, the school enables pupils and adults to live well together. Behaviour is overwhelmingly positive and pupils disagree peaceably when necessary. Older pupils are developing their understanding of equity and support one another to flourish.
- Collective worship is central to each school day. Pupils engage well and make clear links between the school’s core values, key Bible stories and their own lives.
- Provision for religious education (RE) is thoughtfully planned. It allows pupils to build on prior learning and to express their understanding in a range of ways. As a result, they confidently discuss their knowledge of a range of faiths and ask questions to deepen their understanding.

Development Points

- Enhance opportunities for spiritual reflection across the curriculum. This is to ensure pupils and adults have purposeful experiences to develop their spiritual flourishing beyond collective worship.
- Extend pupils’ understanding of justice beyond their immediate community and support them to take action. This is to enable them to see themselves as change makers in the wider world.



Inspection Findings

Vision and Leadership

Coleshill is a school with its Christian vision and values at its core. Plentiful opportunities enable pupils to explore what it means for themselves and for their peers. The youngest pupils talk about what makes them special, while the older ones admire each other's talents. They take pride in their achievements and show obvious delight in one another's successes. Leaders work tirelessly to ensure adults are encouraged to 'let their light shine'. Opportunities for professional development allow staff to explore their interests, widen their skills and broaden their experience. This support has ensured that, over time, staffing has been consistent. This is because they know they are valued and enabled to flourish. Leaders use the vision to evaluate their decisions and subsequent actions. Drawing on their core values has empowered them to make courageous choices, despite knowing there would be long-term impact. For example, deliberately choosing to run a deficit budget to make more appropriate provision for pupils with special educational needs and/or disabilities (SEND). Leaders utilise the strengths within their team to drive forward the federation. This enables the school to come alongside others so that the 'light' of Coleshill can be shared through the support given. Governors' monitoring and evaluation is robust, giving them the evidence they need to drive the strategic direction of the school.

Vision and Curriculum

The curriculum provides pupils with the opportunity to discover their strengths and talents in a range of ways. Pupils are excited to come to school. They are enthusiastic learners who relish the challenges presented to them in the curriculum. As a result, they develop a love of learning. They delight in their own successes and in noticing when a peer has mastered a new skill. The school's six Christian values are focused on in lessons. Pupils identify when they or their peers have used one of their values and this ensures they are deeply embedded. Leaders monitor the effectiveness of the curriculum carefully, ensuring adaptations are made when required. As a result, vulnerable pupils and those with SEND are supported to thrive. This is because learning opportunities are intentionally adapted to secure access. Wider curriculum activities are carefully chosen to provide a range of opportunities for pupils. They flourish because staff share a collective desire to give each pupil what they need to succeed. Across the school, pupils experience spontaneous moments of spirituality. However, planned opportunities across the curriculum are not sufficiently embedded to enable significant spiritual development.

Worship and Spirituality

Collective worship is inclusive, inspirational and central to each school day. It is carefully planned and led by teachers, supported by the incumbent, and reflects Anglican tradition. As a result, pupils are familiar with a range of Bible stories and liturgy. They relate stories to their Bible frieze, created by the school community. This enhances their understanding of the Old and New Testaments, supporting their spiritual flourishing. Pupils understand prayer as a means of talking to God during worship and this enriches their understanding of the Christian faith. Overall, pupils delight in the interactive nature of their worship and are keen to offer their reflections and further questions. They develop their spiritual responses by asking big and often challenging questions. This enables them to think more deeply. Pupils are keen to lead aspects of worship, such as acting out stories or leading actions for songs. This enhances their experience and encourages them to reflect more fully on the theme and what it means for them. For example, pupils relate the story of Daniel to times when they themselves have needed courage. Parents and carers appreciate being invited to join worship in church each half term, valuing the time to come together as a community.

Vision and School Culture

As a small village school, adults and pupils know each other well and relationships are overwhelmingly positive. This results in a collective determination to provide pupils with the best possible start to their educational journey. Leaders rightly prioritise good mental health. Effective use is made of wellbeing interventions to support pupils when necessary, creating a learning environment where pupils are happy. Including everyone in all aspects



of school life is a high priority. A range of adaptations are made and regularly reviewed. For example, changing access to the school building to provide step-free entrances ensures no one is disadvantaged. Pupils support one another with care and compassion and accept each other's uniqueness naturally. This enables them to live and learn well together. Leaders work to ensure adults are empowered to flourish. The close-knit team uphold one another in times of difficulty, and parents and carers appreciate the support and advice offered to them.

Vision, Justice and Responsibility

Pupils at Coleshill have an age-appropriate knowledge of rights and responsibilities. Supported by the vision and values, older pupils are developing their understanding of equity. They know that some people have different needs from others and so not everyone requires the same provision. The oldest pupils take on extra responsibilities, such as being members of the school council. This allows them to take on leadership roles within the school, regularly meeting with leaders to make decisions. This builds their confidence and supports them to be ready to change schools at the end of Year 2. 'Coleshill Characteristics' encourage pupils to develop different aspects of their lives, such as stewardship and creativity. This enables them to 'shine their lights' in different ways, for example, by litter picking or sending Christmas cards to neighbours. Pupils have a strong sense of fairness in relation to themselves. They understand the importance of turn-taking, sharing equally and being kind to one another. They identify the need for change in their local area. Examples include writing letters about local flooding and inviting the MP to visit. However, opportunities to explore injustice beyond their locality are not fully developed. The federation partnership ensures greater opportunities are available to Coleshill pupils as well as those in the other schools.

Religious Education

Religious education (RE) is a strength of the school. It is a core part of the school's curriculum and pupils respond thoughtfully to their weekly lessons. The curriculum is carefully sequenced, enabling them to expand their knowledge over time. Opportunities are provided to revisit and build on prior learning. As a result, they talk confidently about key aspects of a range of religions. Leaders are committed to staff development, prioritising regular access to network meetings and sharing relevant information with staff. As a result, RE resourcing is current and relevant to the school community. Leaders monitor RE provision regularly, ensuring the effectiveness of the curriculum. Lessons are supplemented by whole school events, such as their popular world faiths day. Supported by visitors and parents, pupils explore a wide range of world faiths and some of the diversity within them. This enables them to understand the importance of faith in people's lives, across cultures and traditions.

Information

Address	Village Road, Coleshill, Amersham, Buckinghamshire, HP7 0LQ		
Date	10 July 2026	URN	110426
Type of school	Voluntary controlled	No. of pupils	44
Diocese	Oxford		
Federation	Chiltern Village Schools Federation		
Headteacher	Sarah Hewat		
Chair of Governors	Fiona Bowers		
Inspector	Victoria Burgess		