

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kidmore End Church of England Primary School

Vision

'Be courageous; Be strong; Do everything in love.' 1 Corinthians 16: 13-14

Our vision is to create a caring, inclusive Christian school community where everyone belongs, and everyone is valued. We strive for excellence through developing the courage to take on all challenges. We do this by nurturing confident, independent individuals, with a lifelong love of learning. Our inclusive approach and inspirational curriculum enables all to flourish. The values which underpin this vision are - Respect, Independence, Community, Kindness.

Kidmore End 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.

Strengths

- Strong and experienced leaders are driven by the school's vision. Their dedication means that the community is equipped to flourish.
- Leaders have shaped a curriculum that ensures spirituality and reflection builds pupils' personal success.
- High quality and thought-provoking worship uses moments of contemplation and reflection to enhance the spiritual growth of adults and pupils.
- The vision and culture of the school allows pupils to think of others and serve those within their community and beyond.
- Pupils develop high levels of confidence and perseverance through the school's nurturing yet challenging culture. Consequently, pupils experience life in all its fullness

Development Points

- Embed assessment systems in religious education (RE) to explicitly identify next steps in pupils' learning and to inform future planning.
- Leaders, including governors, to create robust systems that evaluate the impact of the Christian vision within collective worship and RE. This is to explicitly inform the ongoing development of the school as a Church school.



Inspection Findings

Strong and experienced leaders have recently reviewed the school's Christian vision so that it effectively accelerates school developments. It is now the driving force behind decision making at all levels. It provokes academic and spiritual growth and is central to the school's policies and procedures. Through involvement in its creation, a deep sense of ownership rests within pupils and adults. They understand and articulate with clarity how it shapes their daily life. As a result, the school community is one that leans into its vision and flourishes. The school is a member of the Oxford Diocesan Schools Trust. The Trust's vision, to serve the common good, complements the school's intentions well. Additionally, there is close collaboration with representatives of the diocese. Diocesan training supports aspects of Church school education such as RE and spirituality. In times of adversity the school turns to the church for care and support. Additionally, clergy regularly lead, and support others in leading worship. Their actions contribute to a sense of togetherness. Local governing body members understand the needs of their community. They are well-informed and respond accurately to the school's changing context and the challenges this brings. They use the vision to make courageous decisions. For example, they ensure that difficult financial choices do not disadvantage pupils. However, they do not always evaluate the impact of the vision across the breadth of the school. Therefore, they cannot be sure of the extent of the school's ongoing development as a Church school.

The vision's aim to nurture 'confident, independent individuals', inspires leaders to develop a curriculum that builds personal success for pupils. This is achieved through an integrated approach to academic and spiritual development. Well thought out opportunities exist for pupils to explore, and express, spirituality across a growing number of subjects. The curriculum offers opportunities for pupils to reflect on global social issues. For example, they learn about renowned advocates of social change and ethical issues including plastic pollution and paper waste. Learning is complemented by exciting enrichment activities, such as residential visits, choir and sports clubs. This extends pupils' educational and social experiences. Staff work exceptionally well to help pupils maintain their feelings, energy, and sensory needs when needed. This shapes learners' positive behaviour. It results in confident, self-resilient pupils who are 'developing the courage to take on challenges'. It allows them to pursue their God-given potential and experience life in all its fullness. Staff are deeply committed to ensuring that pupils, including those considered to be vulnerable, have their individual needs met. Those who need additional help with learning are effectively supported.

Collective worship is a focal point of the school day. It is central to the promotion of the school's vision and values. Knowledgeable adults skilfully ensure that high-quality opportunities to celebrate these are at its heart. For example, by focusing on the school value of kindness, pupils are equipped to develop positive, nurturing relationships. Teachers' understanding of spirituality within a Church school context is supported through training delivered by the diocese. Consequently, the school has introduced the contemplative worship practices of Space Makers. Pupils and adults value these opportunities to experience stillness and to meditate on their own thoughts and feelings. The sessions encourage reflection on ideas presented during weekly collective worship. Through these activities staff are bolstering pupils' spiritual experiences whilst equipping them with mental resilience. Accordingly, their individual needs are catered for, ensuring that they thrive emotionally and spiritually. Parents receive a weekly worship update through the school's newsletter. This helps them understand the nature of worship in a Church school. They are welcomed at school celebrations and Christian festivals held in the church. Being together creates a spiritual warmth that enriches the school's sense of community. There is an emerging shared language of spirituality to further promote the community's spiritual development. Governors recognise that worship enhances



pupils' spiritual growth. However, evaluation of the impact of collective worship on spiritual development is not well established.

Through its vision the school promotes the ideal that 'everyone belongs, and everyone is valued'. Consequently, processes are in place to celebrate the individual, encourage respect, and promote inclusivity. For example, the school's rainbow room and woodland retreat are welcoming environments for those experiencing academic or emotional challenges. Here, purposeful learning, delivered by trained staff, cultivates pupils' personal, spiritual, and academic development. Furthermore, consistent nurture and appropriate challenge develop their confidence and perseverance in line with the school's vision. Adults are proactive in addressing circumstances that might affect mental health. Motivated by the vision to do 'everything in love,' they experience a deep sense of fulfilment through their work. Their efforts are a clear reflection of the school's vision to develop a lifelong love of learning. It supports a culture of inclusion within the day-to-day rhythm of the school, allowing all to experience life in all its fullness.

Pupils treat one another with kindness and respect, taking responsibility for their actions. They articulate clearly and naturally how their efforts link to the school's vision and values. Their compassion is encouraged through the extensive provision of extra-curricular roles. These include prefects, team and playground leaders, school and eco council and playground buddies. This affords pupils' the opportunity to serve their community and reflects the vision to 'do everything in love'. Additionally, they understand that they can bring about change through engaging in charitable projects. Consequently, they take active steps to support others through organising fundraising activities and are rightly proud of their achievements. Their choices include the Christmas parcel appeal and the YoungMinds mental health charity.

RE makes a constructive contribution to the Christian character of the school. The recently revised curriculum is comprehensive and well sequenced. Further subject development is a priority. Guided by the vision, leaders are undertaking a period of review with energy, insight and focus. With diocesan and trust support, they are addressing planning and teaching. Leaders, including governors, recognise the need to monitor, assess and evaluate the on-going impact of these changes and pupils' progress. However, strategies to do this are not in place. This limits opportunities to recognise or challenge pupils' academic progress and spiritual growth within RE. Nonetheless, it is clear that pupils' learning promotes respect and a recognition that every individual is of value. It extends their understanding of diversity within and between cultures. This then helps them feel safe to explore their own beliefs and that of others. Opportunities to engage with people from a variety of faiths are met through inviting visitors into schools. This develops pupils' knowledge and understanding of major world religions and worldviews and the impact they have on society and culture. Pupils enjoy the subject and talk about their learning with enthusiasm. This is because leaders are ensuring that, whilst thriving for excellence in RE, the vision remains at the heart of improvement.

Information

Address	Chalkhouse, Green Road, Kidmore End, Reading, RG4 9AU		
Date	13 December 2024	URN	144577
Type of school	Academy	No. of pupils	156
Diocese/District	Oxford		
MAT/Federation	Oxford Diocesan Schools Trust		
Headteacher	Claire Spankie		
Chair of Governors	Faye Blakes		
Inspector	Delia Sheppard		