



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kingshill Voluntary Controlled Church School, Nailsea

Address Pound Lane, Nailsea, Bristol, BS48 2NP

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

School's vision

Life-long learning, Community and Friendship.
In our school we enjoy and celebrate inspiring, inclusive and life-long learning.
We are an open, encouraging community sharing Christian values especially love and respect.
We value friendship built on honesty, trust and acceptance in a caring environment.
Underpinned by John 10:10 'they shall have life, life in all its fullness'

Key findings

- The inspirational and highly skilful headteacher, together with governors and staff, have created a vibrant learning community which lives out its Christian vision celebrating friendship, love and respect.
- The Christian vision promotes an exceptional culture of compassionate care and encouragement in which barriers to learning are overcome. This enables all to flourish including the disadvantaged and vulnerable pupils.
- Whilst pupils are actively engaged in worship they do not yet have the opportunity to plan and lead worship in school on a regular basis.
- Issues of injustice and inequality are raised within the curriculum. However, pupils do not feel sufficiently motivated by the vision to make a tangible difference, by engaging in social action projects.
- The school has developed a definition of spirituality. However, rich opportunities for its development within the curriculum and daily life of the school are not explicitly planned.

Areas for development

- Ensure that there is a clear shared definition of spirituality which staff use to plan for deepening experiences across the curriculum and throughout the school.
- Enrich pupils' active experience of planning and leading worship by enabling them to take a greater lead in its development within the school.
- Further raise the profile of global issues of inequality and injustice within the curriculum so that pupils feel inspired to act as agents for change.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Kingshill has a strong Christian vision which is lived out in the exceptionally close links with its school community. It is firmly rooted in the Christian values of love and respect. Leaders, including governors and staff talk with passion and animation about the way the vision guides all decision making and interactions. Leaders have the highest aspirations for their pupils. As a result, a high priority is given to up to date continuous professional development for all staff. In this way staff feel highly valued as individuals and as a team. The vision is rigorously monitored and evaluated by the school's ethos committee. Their self- evaluation strategies are very effective and consequently areas for development have been accurately identified. The partnerships with the Diocese and the diocesan multi academy trust (MAT) are mutually beneficial and effective. For the last few years the headteacher has been supporting the MAT by leading another local Church school on their behalf. The partnership with the local church is strong. The rector and members of the church community, including governors contribute exceptionally well to the life of the school. Their support for the life of the school includes a weekly lunchtime club in which pupils benefit from special time interacting with caring adults.

The school's own creative curriculum is an innovative and holistic expression of its Christian vision, enabling all to live life to the full. It is focused fully on meeting the needs of all pupils. Consequently pupils enjoy their learning and highly value their time at school. A strong feature of the curriculum is its focus on outside learning, whether going for walks to enjoy the local environment or participating in Forest School. The school's curriculum encourages and challenges pupils to be the best they can be, the person God created them to be. Pupils felt well supported in their learning during the pandemic. The headteacher and her staff make bold decisions with the curriculum. As a result, the potential of disadvantaged pupils, including those with learning and personal needs, and severe behaviour difficulties is transformed. This is because they are extremely well supported in line with the school's vision to remove and reduce barriers to learning. Staff have a shared understanding of spiritual development. However, there is not a structured plan in place to develop spiritual and ethical awareness progressively across the curriculum. Opportunities to use open-ended 'Big Questions' about life and to develop and explore pupils' understanding of disadvantage and diversity are underdeveloped.

Classes, named after precious stones, create an understanding that each child is precious 'to the headteacher, staff and God', as well as their own families. Learning together in mixed age groups known as community groups, develops strong relationships throughout the school. Pupils have the opportunity to mix with other communities such as at the local elderly people's home. They are able to reflect deeply on their learning from these visits, evident in a comment that 'age has limits, but fun doesn't'. Pupils enjoy learning about the wider world beyond Nailsea and cherish their links with others in a community in Myanmar. They raise funds and show concern for the lives of the children there. However, they are motivated by compassion rather than a sense of injustice and inequality. Difference and diversity is greatly welcomed and celebrated in an inclusive, accepting community. Healthy relationships are promoted very well by the school's relationships and sex education that reflects the Christian vision. The school's pro-active support for all families and, in particular, those that are disadvantaged is exceptionally strong. Leaders' support for staff well-being, reflects the school's vision and creates a culture where all are supported in practical and compassionate care. As a result, staff morale is high.

Collective worship is inclusive, inspirational and central to daily life at Kingshill. Worship themes root the school's values in biblical teaching and on the life and teachings of Christ. The importance of having courage is explicitly linked to the story of David and Goliath. Anglican practice is embedded by liturgical responses including those linked to three candles lit to represent the Trinity. Prior to the pandemic, Christian festivals were celebrated in church and led by pupils. The leavers' service, in particular, was a significantly spiritual event. A special highlight was the 'passing of the light' from the leavers to the next Year 6 pupils. This had a profound impact on all present. Joyous singing contrasts well with moments of stillness. The good use of pebbles promotes spontaneous prayer in worship and reflective spaces and contributes

well to spiritual development. Pupils who are part of the spiritual group spend time with the headteacher planning worship and provide their reflections and evaluations. This is seen as preparation for the roles of worship leaders. The rector maintains a strong presence within school leading weekly worship. Local Christians visit weekly to deliver 'Open the Book' weekly worship which is highly valued. Governors regularly meet with pupils to monitor and evaluate the impact of worship.

Religious education (RE) is recognized as an exciting and inspiring core subject. It strongly reflects the vision by promoting respect and diversity. The curriculum is planned very well using an effective balance in line with the Church of England Statement of Entitlement. Following the return to school last September the curriculum has been adapted and teachers plan collaboratively to a greater extent than previously. As a result, very effective systems are in place for teachers to understand and implement next steps in learning. Pupils enjoy RE because teaching is challenging and motivating, enabling them to think deeply about their beliefs and those of others. Consequently, RE makes a substantial contribution to pupils' spiritual development. Pupils have a good understanding of Christianity as a living and diverse faith. They show good levels of interest and respectful understanding of a range of faiths. During the extended absence of the RE subject leader, members of the senior leadership team have maintained a good overview. They have attended MAT network meetings and ensured that good practice is shared. The school meets the statutory requirements for collective worship and RE.

Contextual information about the school

Date of inspection	11 March 2022	URN	139205
Date of previous inspection	24 April 2015		
School status	Voluntary controlled primary school	NOR	160
Name of MAT/Federation	BWMAT (North Somerset)		
Diocese / Methodist District	Bath & Wells		
Headteacher	Jan Thomson		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	Over the last 5 years pupil numbers have grown from 130 to 160		
Inspector's name	Daphne Spitzer	No.	0037