

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kintbury St Mary's Church of England Primary School

Address Gainsborough Avenue, Kintbury, Hungerford, RG17 9XN

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

'Love thy neighbour as thyself', Matthew 22:39
Our caring ethos is based on our Christian values of hope, friendship and respect. These, together with our rich and diverse curriculum underpin our belief that everyone in our school community can develop a sense of self and an understanding of their place in our world in order to achieve and flourish throughout life.

Key findings

- The Christian vision, agreed by all stakeholders, drives an inclusive school where everyone is encouraged to be respectful and friendly to all. The Biblical links are understood by all; however, the theological underpinning of the vision has not been sufficiently developed.
- The Christian vision supports the character and moral development of all pupils. They look after each other and support many charities. Consequently, there is a deep sense of community and purpose by all staff and pupils.
- Staff and pupils see the school as an extended family. Pupils flourish in the caring environment. However, there are few planned opportunities for spiritual development.
- Collective worship is invitational, inclusive and often moving. Pupils enjoy worship and are actively involved. Not all of them have the opportunity to plan, lead or evaluate worship.
- Religious education (RE) is effective. With a newly appointed leader, it is now well resourced with clear direction. This has led to RE being taught using a variety of strategies to enrich children's learning.

Areas for development

- Continue to explore the theological roots of the Christian vision in order to drive the school's improvement journey as a Church school.
- Strengthen monitoring and evaluation of the impact of the vision so the school's Christian character continues to be enhanced and embedded.
- Plan and provide further opportunities for spiritual growth throughout the curriculum so that pupils continue to flourish.

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

Kintbury St Mary's is a welcoming and inclusive school. The Christian vision, agreed by all stakeholders and based on the school's trust deed, is lived out daily. The dedicated leadership team uses the associated values of hope, friendship and respect, to know and nurture each pupil, so that they flourish. Staff are supported by leaders, generating high morale with adults flourishing. Pupils talk about how their vision links to the parable of the Good Samaritan and how their school looks after everyone. Parents confirm this in saying that parent and school partnerships are strong. They felt fully supported during the pandemic where teachers delivered school resources and laptops as well as food parcels during holiday times. Through school visits, parental, staff and pupil surveys, governors and leaders know the school well. As a result, school development priorities are accurately identified, although there is insufficient depth in monitoring and evaluating the vision's impact. Leaders and governors talk confidently about how the vision is rooted in the Christian narrative and how this shapes policies and practice. However, the vision lacks the theological underpinning to take the school to the next stage of development as a Church school.

By looking after everyone, the school's vision threads through the teaching by providing breadth of learning opportunities and supporting pupils of all abilities. Parent and school communication is effective. Staff identify individual pupil needs early and by liaising with parents, enable tailored support to be put in place. More able learners are given extension activities to challenge them to do their best. Pupils say they enjoy the lessons because their teachers help them improve as they reflect on their learning such as after RE lessons. Teachers also provide opportunities for spiritual growth through stillness and reflective questions in worship and at special times such as on trips or in forest school. However, there are fewer opportunities for planned provision of spiritual development in other curriculum areas.

The Christian vision helps to shape pupils' character and moral development. They take practical steps to put their vision into action, such as writing letters to residents of a care home, during the pandemic, so 'they were not lonely'. Teachers plan opportunities so that pupils can develop an understanding about injustice and inequality. These lessons led to Year 6 pupils fundraising to support local charities such as the Newbury Soup Kitchen. Younger children are inspired by this and frequently raise funds for their own causes. There is a willingness for pupils to make positive choices and to engage in social action projects. They are becoming advocates for social change.

Within a clear Christian message, staff model the vision daily. This leads to a calm and purposeful atmosphere and good behaviour by pupils. Consequently, they are welcoming and polite. One pupil explained that 'the best thing about the school is the people'. Exclusions are rare. Pupils are taught how to respect different viewpoints and disagree well. 'Therapeutic Thinking', as part of the personal, social and health education curriculum, has led to children practising forgiveness and reconciliation. Staff and pupils say they are well looked after and listened to by others. This compassionate ethos and environment support good mental health and wellbeing. Notwithstanding the clergy vacancy, the parish church has engaged with and supported school well. Church members run clubs or lead worship; one member supports the staff's theological knowledge that has led to them enriching the curriculum. Staff and pupils value these relationships. The school makes good use of the resources offered by the Diocese to enhance and support pupil learning. However, leaders have not accessed all the professional development opportunities that would be helpful.

Staff ensure pupils understand about diversity and difference through exploring their vision and its meaning. The school effectively celebrates difference and caring for all by learning about inspirational people such as Ellie Simms, Marcus Rashford and Nelson Mandela. Through Bible stories in collective worship, the school encourages pupils to celebrate difference and being themselves. They happily explain how their values help them to respect one another 'even if they are from a different culture'. Pupils proudly talk about their support roles as school council members, prayer and sport leaders or playground buddies and how everyone can help the younger children in school.

Collective worship is held in high regard by staff and pupils alike. It is invitational, inclusive and at times moving for everyone involved, reflecting the essence of the school's vision and associated values. Its positive impact can be seen in the joyous singing that is clearly a passion for all. Pupils sit calmly and are respectful of those who wish to pray or be silent giving opportunity for spiritual growth. Worship themes are linked to the values, texts from the Bible or current affairs. 'Everyone walks out having learnt something new' explained one pupil on the day of inspection. Pupils

understand the Trinitarian nature of God as three candles are lit. They are invited to say a welcome or closing prayer and the whole school responds appropriately, giving the opportunity to appreciate Anglican traditions of worship. Pupil prayer leaders write prayers that are recited in worship or at church services. However, other pupils have few opportunities to plan, lead or evaluate worship. The local church community provides support for worship, such as visits to school and church. They offered regular video-recorded services during the pandemic.

RE reflects the school's vision and meets the requirements of the Church of England Statement of Entitlement. RE is well-planned, and sequential, so that pupils build up age-appropriate knowledge over time. The newly appointed RE leader is a member of the subject hub where best practice is shared. As a result, staff use a variety of teaching methods. The use of assessment appropriately enables teachers to build on previous learning and is being developed further to include reflective and responsive marking. Learning in RE is enriched by discussion, drama, video and art enabling pupils to learn about a range of world religions and worldviews. On the day of the inspection, pupils explored Easter, biblically and reflectively, through activities prepared by their teachers, and pupil prayer leaders. They said it really helped them to understand the importance of this special time for Christians and helped them to understand what Jesus may have thought or felt. RE is taught so that pupils feel confident to talk about their own views and learn to respect those of others.

Contextual information about the school

Date of inspection	30 March 2022	URN	109967
Date of previous inspection	22 May 2015		
School status	Voluntary controlled primary school	NOR	145
Name of MAT/Federation	N/A		
Diocese	Oxford		
Headteacher	Sue Cantwell		
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)	The school has had five changes of leadership since its last SIAMS inspection. The current head teacher has been in post since September 2019.		
Inspector's name	Carol Dougill	No.	C1904