

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kensworth Church of England Academy	
Address	Common Road, Kensworth, LU6 3RH
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
<p>We carry God's love in our hearts as we aspire to greatness, achieve our goals and stretch our limitless imaginations. Our Christian values empower us to love learning; are the foundations that shape our school community and create future citizens. Feeling happy, safe and confident, together we will progress.</p> <p>'For nothing will be impossible with God.' (Luke 1:37)</p>
Key findings
<ul style="list-style-type: none"> • Kensworth is a warm, welcoming school with a strong Christian vision. Leaders ensure the vision is at the heart of their decision making and daily work. This results in the flourishing of pupils and adults. • Pupils are loved and known in this school. There is an exceptional sense of family and care. However, pupils do not independently consider how they can be a change for good in the wider world. • School leaders create bespoke provision to ensure all pupils, whatever their individual needs, flourish. • Collective worship enables all members of the school community to reflect on the vision, values and current affairs. Pupils engage well and take some leadership roles. Opportunities for pupils to plan and evaluate collective worship are at the early stages of development. • The religious education (RE) curriculum is broad and balanced. Pupils develop knowledge about a range of religions and worldviews. However, they do not always have opportunities to consider and discuss big questions of life.
Areas for development
<ul style="list-style-type: none"> • Enable pupils to become courageous advocates for change by developing an approach for them to challenge injustice and engage in social action projects. • Increase opportunities for pupils to independently plan and evaluate acts of collective worship in order to strengthen their spiritual development. • Build on the examples of pupils exploring 'big questions' about life by planning opportunities for all pupils to use their oracy skills in RE. This will enhance their spiritual flourishing.

Inspection findings

Kensworth's distinctive Christian vision has guided leaders to create a warm, aspirational community rooted in God's love. Moreover, it provides clear direction to the long-term development of the school. Leaders demonstrate how the vision drives their decision making and policy decisions. Governors appreciate how adults in the school are driven by the desire 'to move mountains'. They never need to ask staff to 'go the extra mile' as they will already have travelled it. Leaders have ensured that monitoring and self-evaluation is thorough and accurate. This generates effective development plans for religious education and collective worship, but is not always identifiable in the whole-school development plan. Consequently, the extent to which leaders can evaluate their progress as a church school is limited. The multi-academy trust (MAT) ensures the school maintains its own distinctive character and ethos. They facilitate support and training networks. Staff value these. This increases their confidence and knowledge in their role. Staff from Kensworth lead some of these MAT networks, including for SEND, collective worship and RE. The school has utilised support from the diocese to enhance the development of their Christian character. School leaders are outward facing. They are committed to supporting the flourishing of adults and children across the trust as well as their own.

Learning experiences are driven by the school's vision for pupils to aspire, achieve and stretch their imaginations. They are carefully sequenced to plan for growth and flourishing of individuals, crafted to meet the needs of the school. Leaders ensure pupils are minded that they can achieve anything. They are passionate about making a difference. School leaders anchor their curriculum decisions in their vision. For example, when planning to create a forest school or to source alternative provision to meet an individual's needs. Provision and interventions, for those with vulnerabilities or barriers to learning, are tailored to need. This powerful sense of inclusivity supports all pupils to flourish and make progress. Likewise, forest school opportunities are enjoyed by pupils. These make a significant contribution to ensuring the rounded development of the whole child. These experiences contribute well to pupils' spiritual flourishing.

The RE curriculum is broad and balanced. Founded on the locally agreed syllabus, with supplementary material, it meets statutory obligations and the Church of England Statement of Entitlement. Through the curriculum, pupils develop their knowledge and understanding of a range of religions and worldviews. Teaching and learning activities are creative. This ensures they are engaged and enjoy RE. Opportunities for discussion and debate support the development of oracy skills. RE provides a safe space for pupils to disagree respectfully. One rightly acknowledges, 'we can have different opinions and still live together in peace.' There are some opportunities for pupils to ponder and discuss 'big questions' of life, but these are not consistent or systematic. This limits their spiritual flourishing. Leaders have had opportunities for recent, relevant training and development. They have established effective systems for monitoring the quality of provision and pupil achievement. This leads to an accurate plan for improvement. Good practice is shared and training and support is provided for colleagues. The impact of this expertise reaches beyond Kensworth, through the leader's role with other schools in the MAT.

Pupils behave well due to the high-quality relationships that lie at the heart of Kensworth. There is a profound sense of warmth and care. Parents value their own relationship with staff to welcome and support them. The school's relational approach to behaviour ensures that reparation and restoration are central to their practice. Adults know pupils in the Kensworth family well. This enables the early identification of children who need emotional support. Pupils know they have trusted adults with whom they can talk and that they will be listened

to. They describe how they might affect change in their school. However, pupils do not act as agents for change in the world by challenging injustice or engaging in social action projects. This limits their character development as custodians of God's world.

Collective worship is inclusive and invitational. This daily opportunity to pause and reflect is valued by all pupils and adults that attend. Everyone is welcomed and invited to engage. Leaders ensure that planning is clear, led by the school's vision and values, and the liturgical year. Training offered supports the confidence of those who lead. A group of pupils open and close acts of worship, and regularly assume an assisting role. However, they do not plan and lead independently. Pupils remember Bible stories they have encountered and understand the relevance of Jesus's teaching in today's world. One pupil rightly explained the importance of acting with kindness and forgiveness. However, they do not readily recall when a message has spurred them into action. Pupils appreciate the value of prayer. They acknowledge that everyone reflects in a different way and may engage more with opportunities to pray than others. They respect this. There is an exceptionally strong relationship with the parish. They lead collective worship regularly and are fully integrated members of the school family. Relationships with the parish are mutually beneficial. The school is an active member of its local community, most recently supporting and participating in the village's spring festival.

Kensworth is a wonderfully inclusive school where everyone knows and supports one another. Pupils and adults 'carry God's love in their hearts'. As a result, all are enabled to flourish.

Information			
School	Kensworth Church of England Academy	Inspection date	16 May 2023
URN	144458	VC/VA/Academy	Academy
Diocese/District	St Albans	Pupils on roll	84
MAT/Federation	Diocese of St Albans Multi-Academy Trust		
Headteacher	Steph O'Neill		
Chair of Governors	Doug Hose		
Inspector	Rob Halls	No.	2106