



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Kelvedon St Mary's Church of England Primary School	
Address	Docwra Road, Kelvedon, CO5 9DS

School vision

At Kelvedon St Mary's Church of England Primary Academy, Nursery and Autism Support Centre, the very best education possible demands a curriculum that is designed:
To inspire wisdom and possibilities. Influenced by the Church of England's vision to educate for 'life in all its fullness' (John 10:10), our focus on wisdom prioritises the spiritual, physical, intellectual, emotional, moral, and social development of our children. Our commitment to treating everyone as a unique individual is based on the teachings of Jesus, and the stories he told. Our bible verse provides living example of how we choose to live our lives - 'We show love and compassion for others by truly helping them, and not merely talking about it.' (1 John 3:18).

School strengths

- School leaders have embedded a Christian vision which ensures the flourishing of the whole child. This extends beyond academic success.
- An exciting, well-planned curriculum reflects the strong focus on gaining wisdom. This is strengthened by a variety of enrichment experiences which enable pupils to achieve well.
- Collective worship is inspiring. It is a special and valued moment in the day where pupils and staff reflect on biblical themes together.
- Exceptionally positive relationships exist between members of the school community. This contributes to a sense of wellbeing amongst pupils and staff.
- Religious education (RE) is effective. Pupils have a clear understanding and appreciation of a range of religions and worldviews.

Areas for development

- Develop the RE curriculum to deepen pupil understanding of Christianity as a global, diverse faith.

Inspection findings

The Christian vision is carefully thought through by leaders and governors to ensure that it is right for Kelvedon St Mary's. This is expressed through a deep commitment to wisdom, centred around the idea of nurturing and developing each child. Leaders describe this as going beyond academic progress to develop each person's character and wellbeing. This focus on emotional, social and personal development leads to flourishing in the fullest possible sense. The vision is also lived out through a set of Christian values: kindness, respect and honesty. These are well known and understood. The biblical underpinning of the vision is linked to John 10:10 and 'life in all its fullness'.

The whole community is invested in the vision. Staff are deeply committed to nurturing talent and leaving no one behind. They work above and beyond to strive for the best provision. Pupils love to

learn. Parents value the strong relationship with both the staff and church. Members of the trust board and governors know the school well. They are actively engaged and highly committed to its success. Leaders are regularly held to account. The 'church links group' of governors are beginning to evaluate the impact of the vision and systematically check how it drives the school's priorities.

To develop 'life in all its fullness' the curriculum has been re-modelled. Wisdom is developed through the golden strands of deep knowledge, critical thinking and communication. The curriculum is developed around links between individual subjects. This is a distinctive feature of this trust school complemented by a wealth of exciting enrichment experiences. Pupils enthuse about extensive trips and a series of residentials, including a sleepover at the church. A wide range of extra-curricular clubs provides additional opportunities to flourish through developing strengths and talents. These include sport, theatre and art. The vision is driving the curriculum. Support is finely tuned to meet the needs of pupils with special educational needs and or disabilities (SEND). Those in the autism support centre are included well throughout school life. Opportunities for pupils to develop spiritually are very evident. Visitors are met with inspiring displays which showcase the focus on spiritual growth. A common language is used by staff to enable all to explore a sense of meaning and purpose. Opportunities are planned for awe and wonder in learning. Pupils ask questions and ponder their answers in a culture of deep self-reflection established by the vision.

Collective worship is an important part of the day. It is described as a special time to think, be quiet, reflect and talk to God. This indicates that it is supporting spiritual development. The teachings of the Bible are central and linked to relevant themes. Pupils reflect on the example of Jesus. They say that 'he guides you to do the right thing.' Those with SEND are effectively enabled to take part. Staff value the time to be together as a community. Clergy support with careful planning as well as regularly leading worship themselves. Services at the local church are welcomed. Pupil worship leaders on the 'holy council' show enthusiasm and are keen to be actively involved. Prayer is invitational with no pressure to join in. As a result, all feel very welcomed and included. Joyful singing is an uplifting experience. A palpable sense of anticipation is felt by pupils on entering the space where worship happens. Both contribute to the spiritual experience of worship. Creative reflection spaces in classrooms offer further opportunities for spontaneous prayer and deep thinking which support their spiritual growth. The materials for these are changed regularly and pupils value them.

Relationships in the school are a strength. Staff are a deeply collaborative and committed team. There is a sense of genuine fellowship underpinned by Christian love and compassion. The trust's shared understanding of 1 John 3:18 drives a desire to help one another in practical ways. Leaders prioritise staff wellbeing to enable them to be effective in their work. Coaching and collaboration opportunities result in staff feeling valued and appreciated. The Christian vision ensures that the mental health and wellbeing of pupils is a priority. As a result, staff equip them with strong personal skills that promote mental resilience and 'make the impossible possible'. There is a strongly inclusive atmosphere.

Pupils have numerous opportunities to learn about issues of justice and responsibility for others. A variety of leadership roles encourage this. Pupils proudly serve their peers by being members of the school council. Others work with the local Rotary Club to develop their leadership skills through the Rotakids project. Pupils are passionate about the environment. In a growing number of instances, they themselves are drawing on the vision to make calls for positive change in their community. This has found recent expression through requests for a sustainability council. Through learning about courageous advocates of the past and present, pupils are empowered to challenge injustice. Consequently, they are learning to empathise with others in different circumstances and they have a concern for the wider world.

RE is well planned. It meets the requirements for a Church school. The curriculum is challenging and well-sequenced. Staff have carefully adapted teaching resources to provide learners with accurate knowledge about a range of religions and worldviews. Lessons with the RE specialist are successfully supplemented by follow up time in class. Here, pupils are suitably challenged by reflective questions led by their class teachers. This provides further opportunities for spiritual growth and raises the profile of the subject. Pupils are enthusiastic about RE lessons and understand the importance of religious literacy. In this way, RE significantly reinforces the school's vision. Religious vocabulary is used accurately. Enquiries such as 'What difference does the resurrection make to Christians?' lead to comparing and contrasting different gospel accounts. Confident recall of key beliefs from across a range of religions and worldviews demonstrates the impact of the curriculum. Diversity of belief within the Christian church is taught well. However, understanding Christianity as a global and diverse faith is less developed. Diocesan support and training are well utilised to enhance RE provision.

The inspection findings indicate that Kelvedon Church of England Primary Academy is living up to its foundation as a Church school.

Information			
Inspection date	20 March 2024	URN	139360
VC/VA/Academy	Academy	Pupils on roll	428
Diocese	Chelmsford		
MAT/Federation	Canonium Learning Trust		
Executive Headteacher	Lois Osborne		
Chair	Monica Rogers		
Inspector	Gemma Taylor	No.	2109