



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Kidmore End Church of England (VA) Primary School</b>	Chalkhouse Green Road Kidmore End, Reading RG49AU
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese/Methodist District</b>	<b>Oxford</b>
Previous SIAMS inspection grade:	Outstanding
Local authority	Oxfordshire
Date of inspection	27 September 2016
Date of last inspection	8 December 2011
School's unique reference number	123202
Headteacher	Linda Hull
Inspector's name and number	Joanne Daly (843)

### School context

Kidmore End Church of England is a smaller than average primary school with 204 pupils on roll with one class for each year group from reception up to Year 6. The proportion of pupils with special educational needs is below national average, as is the number eligible for pupil premium. Most pupils are White British. A new vicar has been appointed for September following a period of interregnum. The school is situated next door to its parish church.

### The distinctiveness and effectiveness of Kidmore End as a Church of England school are good

- The school has a strong Christian vision which is driven by the headteacher and governors effectively supported by staff. This vision defines the school's distinctive Christian character for the whole community.
- The effectiveness of leaders and the governing body in monitoring and evaluating all aspects of the school as a church school is ensuring continuous improvements.
- The close relationship with the parish church enhances the quality of worship and the curriculum and strengthens the school's Anglican character.
- The quality of relationships which exist between all members of the school community is greatly enhanced by the emphasis the school places on its Christian values.

### Areas to improve

- Ensure that all of the school's distinctive Christian values are regularly and clearly defined to the whole community to reinforce and strengthen the Anglican character of the school.
- Provide more opportunities through visits and visitors for pupils to develop a greater awareness of Christianity as a multi-cultural faith and of other faiths.
- Provide regular opportunities for pupils to plan, lead and evaluate acts of worship to enhance their knowledge and understanding of Anglican traditions and practices.

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Kidmore End is a caring school that has a clear Christian vision which is underpinned by distinctively Christian values that are clearly expressed in school, on school documentation and on the website. The school vision and values clearly impact on meeting the needs of all pupils so that they are nurtured and enabled to flourish. As a result, the majority of pupils attain well and make good progress in academic tests. The Christian character impacts on behaviour, which is good, and attendance, which is above national, and pupils say that they enjoy coming to school. All stakeholders know that the school has Christian values and that these values have distinctive Christian characteristics. They can also say how values affect the achievements and daily life of the school. One pupil spoke about this term's value of thankfulness and how, 'it helps us to remember to be thankful for what we have and to thank God and each other.' Parents speak about the school values creating a 'strong sense of morality within the children about right and wrong.' However, parents can't say exactly what these values are. Hence, leaders and governors need to clearly and regularly articulate them. Relationships within the school community are strong and positive and parents speak enthusiastically about the 'family feel' and warm welcome they receive. Staff describe the school as 'a lovely place to be where everyone works as part of a family and everyone is included and respected'. In addition to the care shown by adults towards pupils, they care for each other too with a culture of older pupils supporting younger pupils. The school regularly audits its provision for spirituality to identify further opportunities within the curriculum. This along with RE ensures all pupils have a rich and varied experience which contributes well to their spiritual, moral, social and cultural (SMSC) development. The school is part of the Global Learning programme which helps pupils to have some understanding of diversity and difference and Christianity as a multi-cultural world faith. However, pupils need more opportunities through visits and visitors to develop this further. Pupils speak favourably of RE and say it is important because they are a church school and they learn from the Bible about how to lead their own lives and this makes them better people. They also say it is important to learn about other religions. RE is well planned using the Oxford Diocesan Board (ODBE) Scheme of Work which reinforces the Christian character of the school.

## **The impact of collective worship on the school community is good**

Collective worship is coordinated by the headteacher giving it status in the school. All members of the school community place importance on worship and describe how it is 'part of daily life'. This is enhanced by the close proximity of the church which is regularly used for worship. Parents say they feel very welcome to attend services in the church and that 'the church is part of the school not separate'. Staff say collective worship is 'uplifting' and describe how it gives them a sense of unity. Pupils speak warmly about worship and how it shapes how they treat one another and how they live their lives. They are keen to participate in collective worship and would like opportunities to plan and lead worship which the school is aware needs to be developed. There is a variety of collective worship in the week led by a range of leaders including the headteacher and staff. Worship is carefully planned by the headteacher, to include the school's Christian values which are linked to Biblical materials. This effectively supports all staff to lead worship and ensures that all worship is Christian worship. Collective worship focuses on the termly values, the Church's year and Christian festivals and clearly includes teachings about Jesus Christ. Pupils have some understanding of different Christian traditions in worship and Anglican traditions and practices from attending the parish church. Development of this understanding could be further enhanced in school worship and by pupils planning and leading worship. Pupils are engaged throughout the year in charitable work and they regularly organise charity events themselves such as a 'Christmas Jumper Day' in aid of the local food bank. Pupils understand the purpose of prayer and reflection and talk about different types of prayers. Prayer is a focus in worship and during the school day including at lunchtime. Pupils write and read prayers for services in church. They speak about how they use prayer in their own lives to thank God, to ask for forgiveness or help and say 'sometimes when we are upset we might want to speak to God'. The school has a very strong connection with the church and with the church community. A new vicar is due to take up post in September, and all stakeholders are keen to develop this relationship for the benefit of the school and its pupils. Monitoring of collective worship by governors has clear purpose and is formally planned through a series of governor day visits and through a SIAMS working group. This has resulted in changes to worship that have developed pupils' understanding of the Trinity so that they are able to talk about God the Father, Jesus the Son and the Holy Spirit with some understanding.

### **The effectiveness of the religious education is good**

Learners achieve well in religious education (RE) and enjoy the subject, particularly where it is linked to other areas like art, creative writing and drama. Learners make good progress in RE and standards of attainment are at least in line with national expectations and other core subjects. The RE co-ordinator uses this information to ensure that standards in RE are in line with other core subjects. The school, as well as using the ODBE RE scheme of work, also use the end of unit assessments to identify attainment and progress in RE and to inform future teaching and learning in RE. Through big questions pupils develop a wide range of enquiry and discussion skills. They are encouraged to ask searching questions and relate themes studied to their own experience. Children have a sound knowledge of Christianity and a range of Bible stories but their knowledge of other faiths is not as strong and this is why they would benefit from visits to different places of worship and to have visitors of other faiths coming in to talk to them about their faith. The quality of teaching and learning is mostly good. The previous development area relating to challenge through differentiated tasks has been addressed by the school. Religious Education (RE) is well led by the headteacher giving the subject high profile in the school. Governors regularly monitor and evaluate RE which leads to improvements. An example of this was when an RE review day carried out by the headteacher and chair of governors, which identified areas to develop in RE and resulted in the introduction of the new scheme of work to ensure challenge and quality planning and learning for all pupils.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

School leadership at all levels is committed to ensuring that the school provides the best possible education for its pupils and realises its vision, which is to ensure that 'everyone is valued as a child of God' within the school community. This vision is consistently and passionately articulated by the headteacher and governors and is included in school policies and documentation and on the website. Governors say the Christian values of the school are 'expressed around us all the time. Everyone looks after each other here; we are all very caring.' Although all stakeholders are aware of the Christian character of the values of the school parents are not able to articulate all the values and so the school needs to revisit them more regularly with all stakeholders so they can talk about the full set of values in more detail. Stakeholders can clearly say how the Christian character of the school impacts upon achievement, behaviour and relationship and how it creates a strong sense of community within the school and the wider community. Governors and leaders over the last few years have developed clear systems of monitoring and evaluating their Christian distinctiveness, RE and worship. This is now leading directly to effective strategies for improvement and leaders are able to identify the impact of the changes brought about through this monitoring and evaluation. For example, governor review days focus on being a church school and are spent in school looking at different aspects of the school as a church school. These days focus on how the school can continue to improve and develop its Christian character further. In addition, a 'SIAMS working party', as well as monitoring and evaluating, also take a lead role in reviewing and updating the school's church school self-evaluation document. All areas from the last inspection have been fully addressed and have impacted upon developing the Christian character of the school. Partnerships between the school, the church and community and the diocese are very strong and are mutually beneficial for everyone. Pupils sing in the church choir and the Christmas Fayre each year is jointly run by the church and the school and raises funds which benefit both. This close working enables the church community and school community to develop strong relationships. The professional development of staff and governors is strategically planned and this has substantial benefit for both governance and the leadership of the school. Governors are enrolled on the Oxford Diocesan Board of Education 'Excellence in Governance' programme. This reflects their commitment to ensuring all governors are well trained, particularly in understanding their role as governors in a church school. The Headteacher, as RE coordinator also attends all RE network meetings run by the diocese and RE is given high priority in the school. All staff are valued and given opportunities to develop and lead. One support staff member led a project called 'The Easter Journey' which she says raised her status in the school as well as professionally developing her. She speaks about how wonderful it was to be given this opportunity and how it had 'enabled her to bring the Easter story to life for the children.'