

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kempsford Church of England Primary School			
Address	High Street, Kempsford, Fairford, Gloucestershire, GL7 4EY		
Date of inspection	24/10/2019	Status of school	Voluntary Controlled Primary
Diocese / Methodist District	Gloucester	URN	115629

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Kempsford is a Church of England primary school with 98 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The headteacher is actively involved in supporting a small schools' partnership.

The school's Christian vision

Together, we will RISE

We at Kempsford School are passionate about our togetherness: 'How good and pleasant it is when God's people live together in unity!' (Psalm 133:1). Through our commitment to RISE, we ensure that every child can flourish in ...'LIFE, and have it to the full' (John 10:10).

Key findings

- The vision and associated values impact positively on the well-being of the whole school community. However, pupils' understanding of the theology underpinning of the vision is not secure.
- Religious education (RE) is extremely well led and managed. It is given a high status in the school and is a vehicle which enables both adults and pupils to live well together.
- Through collective worship and RE, pupils develop strong Christian values that guide them through life and their relationships.
- The highly dedicated headteacher has developed an inclusive, collaborative team, which enables pupils and adults to flourish in a supportive and nurturing community.
- The Christian vision is used well by highly skilled governors to inspire and direct its school improvement.

Areas for development

- Develop tasks within RE that enable pupils to reflect more deeply on the religious concepts taught and contribute to the assessment of this area of learning.
- Develop pupils' involvement in planning and leading collective worship in order to deepen their understanding of the purpose of worship.
- Strengthen pupils' knowledge of the school vision so that they have a deeper understanding of the theology behind it.

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

Kempsford Church of England Primary School is a compassionate and caring community. It is well-led and managed by a highly dedicated and well-respected headteacher. The school's vision statement of 'Together we will RISE', has a clear biblical root, which has at its heart the teaching of Christ. Staff and leaders articulate this extremely well, but pupils understanding of the biblical underpinning is less secure. Overseen by the ethos committee, the vision is regularly monitored and used to drive governors' decision-making and school improvement. This was an area identified for improvement at the previous inspection, which has been addressed well. As a result, the school continues to move forward as a church school. However, the impact of this good work is not always clearly evidenced in self-evaluation. This is something the school acknowledges as an area for development.

Leaders demonstrate their commitment to the vision in the way they provide pastoral support for pupils and families. Parents are treated with dignity and respect and seen as partners in their children's education. Describing the work of the school, parents said that 'the nurture is fantastic at this school'. They agree that the school 'goes the extra mile' when helping their families. Pupils know the school vision well and have responded positively to the challenge of using it in all they do. Living out its associated Christian values, pupils demonstrate a genuine care for each other. They are now able to articulate the importance of values in their own lives with increasing depth. This was an area for development that has been addressed from the previous inspection. Their positive attitude towards learning is seen in the resilience they have when facing difficult tasks. Teachers carefully apply the vision and values to their teaching and support programmes. Consequently, attainment across the key stages is good and progress is in line with national averages. Pupils who have special educational needs or disabilities are also supported well. This is contributing to pupils who are flourishing academically and have real aspirations for their future. Staff have been developing their provision for spiritual development across the wider curriculum. Evidence in pupils' work shows that activities are giving pupils space to make connections with their learning and lives. These activities are enabling pupils to explore meaningful questions of life with the use of a developing vocabulary. This is another expression of the school's vision in action.

Despite a period of pastoral vacancy, the church community has continued to offer good support to the school. The temporary vicar has been involved in supporting the teaching of religious education and leading acts of collective worship. His creative way of engaging pupils impacts positively on their attitudes towards these areas of school life. Members of the local church community also support acts of worship through the delivery of 'Open the Book' presentations, which support pupils in their developing understanding of Bible stories. Parents are invited to participate in worship and enjoy sharing in times of school celebration. They also appreciate the special services that take place in church, such as Easter, Harvest and Christmas. These celebrations strengthen links between school, church and community. Close attention is paid to following Anglican patterns of worship and pupils can identify the different elements of it, such as gathering together, responding, quiet reflection and prayer. They understand the importance these elements have in creating a space for all to learn about the biblical root of their school's core Christian values. This contributes significantly to pupils' spiritual development. Prayer is an important part of the daily life of the school. A 'Peace Garden' has been created as a central space for quiet reflection and personal prayer. Pupils are also provided with reflection areas in their classrooms. These are used well by pupils when they want to offer personal prayers, or just have a moment of quiet. At the school's previous inspection, providing opportunities for pupils to develop their leadership skills in collective worship was an area of development. Leaders have worked hard to address this, enabling pupils to plan and lead worship at least once a term. Pupils enjoy being part of the 'Worship Council', however, they say they would like to lead more frequently. This is an area the school readily acknowledges.

Behaviour of pupils is very good. They attribute this to the school's Christian values and the importance that they place on each other as valued individuals. Leaders have put a lot of emphasis on establishing systems for promoting good mental health across the school. The training of staff to support pupils with emotional and social difficulties is having a positive effect on their engagement with learning, as pupils feel settled and able to learn. Forgiveness and reconciliation are at the heart of relationship building and pupils know who they can go to for support if friendships break down. They speak fondly of the support their peers and other adults in school offer. As a result, children enjoy coming to school and this has created an environment where all are treated with respect, despite any differences. Exclusions are very rare but handled with sensitivity and in an attitude of dignity for the pupils and

their families. Staff speak with gratitude of the support that is offered to them for their own mental well-being, both professionally and personally. They are appreciative of the care offered by the headteacher and governors. This is indicative of how the school community is living well together. Leaders extend this care to families. Recognising the high percentage of service children in school, provision is made to enable families to be together when parents are home from active service. This is another example of leaders putting their vision into practice.

Pupils of the school's charity council have supported many organisations. They collect for the local foodbank and other initiatives to help the homeless. This demonstrates how they are living out their Christian values of compassion, respect and friendship. Recognising that members of the school community have experienced the pain of cancer, they were inspired to organise a 'Race for Life'. This is an example of the pupils' commitment to helping others in their wider community. One pupil commented that this was just one way in which the school reflected their church school status as 'Jesus helped other people, so we want to do the same'.

Religious Education (RE) is extremely well led. The subject leader is also actively involved locally as a RE hub leader. She is therefore able to share good practice with colleagues in other schools and has drawn from external expertise to raise the profile and standards of RE in her own school. Professional development of staff is a priority. Staff meetings have raised the confidence levels of staff in their teaching of the Understanding Christianity materials. Engagement with diocesan-led initiatives has helped to develop systems for assessing and monitoring religious education. This is enabling staff and governors to have a clearer picture of progress and achievement in RE. As a result, teaching is good. Pupils engage well with their learning and a wide range of concepts are covered in RE. Pupils' acquisition of skills such as analysis and enquiry are developing well. However, space in lessons for pupils to reflect at a deeper level on their learning is not fully embedded. This is an area that the school is working hard to address. RE provision reflects the Church of England statement of entitlement.

Headteacher of school	Richard Mendum
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