

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kineton Church of England VA Primary School	
Address	King John's Road, Kineton, CV35 0HS
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
The effectiveness of religious education (RE)	Good

School's vision
<p>At Kineton Primary School, we all aspire to believe, grow and achieve as we strive to be who God calls us to be and live life in all its fullness.</p> <p>John 10:10</p>
Key findings
<ul style="list-style-type: none"> • The committed leaders, supported by dedicated staff, enable all to flourish in an inclusive Christian community built on love. Links with the church and multi-academy trust (MAT) are strong. • The vision promotes a deeply held belief in the uniqueness of each individual. This is apparent in respectful relationships, commitment to wellbeing and high aspirations for all in the community. • Pupils have a good understanding of what it means to be a courageous advocate and they initiate the support for many good causes both in this country and beyond. • Collective worship is engaging and inclusive with pupils playing a prominent part in leading. This supports everyone to live out the Christian values at the heart of school life. Monitoring is not sufficiently rigorous to ensure its continued developments. • Religious education (RE) is strongly led and pupils value the creative opportunities the subject provides. They are knowledgeable, curious and confident learners of RE. However, pupils are not regularly and consistently challenged to deepen their thinking.
Areas for development
<ul style="list-style-type: none"> • Establish a more structured and rigorous monitoring and evaluation system for collective worship to ensure its continued developments. • Build on current good practice to ensure all pupils are given more regular opportunities to deepen their thinking in RE lessons.

Inspection findings

Committed leadership at Kineton has led to a clear Christian vision and embedded values at the heart of school life. 'Believe, grow and achieve' is well established and explained by the community through the Parable of the Sower. Leaders and staff frequently visit the parable and review how they provide the 'good soil' to enable flourishing. Pupils see themselves as the seeds that grow and reflect on aspirational goals that they wish to achieve. Governors have a regular presence in school and discuss their visits, speaking passionately of how the vision is evident in all relationships. The vision is prominent in influencing their decision making. An example is prioritising high quality support for mental health and wellbeing. Relationships between the school and the MAT are mutually beneficial; collaboration and upholding the Christian distinctiveness are key. Leaders, including governors, are adamant that the vision is central to all decision making. The local church works in close partnership, enhancing the Christian life of the school. The vicar is a familiar figure in school, providing pastoral support as well as valued training, for example on an overview of the Bible.

Within the classroom, and in more informal contexts, pupils show high levels of respect and dignity for each other. Relationships across the school community are strong. Consequently, behaviour is excellent. A deep sense of belonging permeates the school, with staff reporting that pupils take this and their Christian values into secondary school and beyond. In keeping with the vision, all successes are celebrated. Curricular, extra-curricular and out of school achievements are equally valued. The curriculum is exciting and broadens pupils' understanding of the wider world. As they move through the school, pupils focus on different continents, such as Africa and South America. This enables them to explore social and cultural diversity in a range of contexts. The RE curriculum and annual interfaith week complement this. Pupils have good religious literacy and can apply their knowledge of a range of faiths. Their understanding of Christianity as a worldwide faith is exceptional.

'Believe, grow, achieve' is consistently used to reinforce the uniqueness of each individual. Pupils and staff know that they are loved for who they are and are encouraged to be the best they can be. Pupils have a mature understanding of how they can help each other grow and enjoy all that the school offers. Carefully planned enrichment activities promote life in all its fullness. These wide-ranging opportunities develop confidence, engender self-belief, and broaden horizons. The holistic development of each child is of high importance to leaders. Pupils are developed as leaders, for example through pupil parliament. They are taught to respect the environment, litter picking around the community being an example of this. Through worship and events in the church's calendar such as harvest, explicit links are made between being environmentally responsible and looking after God's world. This is further reinforced by forest school sessions. Pupils are passionate about helping others and have been empowered to champion their own causes. For example, they challenged the use of single use plastic tubs for serving ice cream at lunch time. As a result, it is now served in biodegradable pots. Pupils have learned about current and historical figures who demonstrate what a courageous advocate can achieve. This knowledge has inspired pupils to hold advocacy weeks throughout the school year. Year 4 completed a 24-hour sponsored silence to raise awareness that refugees don't have a voice. Raising over £1500 is demonstrative of the generous attitudes and response that all members of the school community have towards helping others. Pupils say that they want others to have a better future.

There is a secure understanding of and approach to spiritual development. It is clearly and consistently defined in policy and practice. Opportunities are mapped out across the curriculum, enabling pupils to ask big questions and explore spiritual and ethical issues.



Prayer and reflection spaces in classrooms are valued by pupils as a time to think and be calm.


Love, respect and teamwork are core values, clearly important and lived out by all. They are strengths of the school. Mutual support is a high priority for everyone. Disagreements are resolved with grace, focusing on taking responsibility, finding a solution, forgiving, and restoring relationships. Pupils provide support networks, such as the buddy system. Older pupils speak with great pride of their various roles. There is a real sense of family, where everyone plays a part in enabling each other to 'believe, grow, achieve'. This has a considerable impact on wellbeing. Pupils with emotional vulnerabilities are swiftly identified and supported. This is seen clearly in how parents view the school, particularly those with children who have additional needs. Parents praise the approachable staff very highly and explain that they always 'go above and beyond'. As a result, all pupils, including those with special educational needs and disability, thrive. Love permeates everything in this caring Christian community.

Collective worship is engaging and inclusive with a high degree of pupil participation. It is a joyful, reflective, spiritual and affirming experience which is distinctively Christian. Pupils are enabled to really understand the school's Christian values. They are able to relate to Bible stories and the life of Jesus and make links with their own behaviour. The powerful singing of the school song creates a sense of unity. Pupils appreciate the time to be together. There are daily opportunities for pupils to pray and reflect during worship and within the classrooms. The reflective journal allows pupils to evaluate worship and capture its impact. The pupil Faith Alive Team plan and lead regularly. This enhances their spiritual growth. Members of the local church lead worship weekly in school. As a result, pupils are experiencing a wider range of worship styles. Opportunities for further developments to worship are missed as the current system for monitoring and evaluation is not yet rigorous or consistent.

RE is passionately led, well-resourced and very popular with pupils. Lessons are exciting and pupils engage with enthusiasm. They have a secure knowledge of Christianity and a variety of world faiths. This is preparing them for life in a multi-cultural world. Discussion and debate in RE lessons lead to critical engagement and the development of personal connections and thinking. As a result, pupils readily accept contrasting beliefs and appreciate the need for respect, dignity and tolerance.

Kington is one big family where everyone is loved. All flourish in a school that ensures everyone can believe, grow and achieve.



	The effectiveness of RE is		Good
	<p>The RE provision is good and reflects the Church of England's Statement of Entitlement. Monitoring is effective and leaders have an accurate picture of the quality and standards being achieved. Support from the RE leader and training has increased staff knowledge and confidence. Consequently, most pupils, including those with additional needs make good progress. Questioning by some teachers encourages pupils to think deeper so they can justify their individual responses. However, opportunities to develop this are not consistent across the school.</p>		
Information			
School	Kineton Church of England VA Primary School	Inspection date	24 May 2023
URN	149167	VC/VA/Academy	Academy
Diocese/District	Coventry	Pupils on roll	200
MAT/Federation	The Stour Federation Multi Academy Trust		
Headteacher	Margaret Pollard		
Chair of Governors	Sophie Knee-Higgins		
Inspector	Kerry Geddis	No.	955