

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kington St Michael Church of England VC Primary School	
Address	The Ridings, Kington Saint Michael, Chippenham, SN14 6JG
School vision	
Within our Christian community, our village school nurtures growth and creates opportunities for everyone's unique strengths to blossom. We provide the rich soil that enables our children to develop deep roots, grow and flourish. NURTURE GROW FLOURISH Keep your roots deep in him, build your lives on him, and become stronger in your faith. Colossians 2:7.	
School strengths	
• Leaders promote a clear understanding of the Christian vision, underpinned with well-known values. The refreshed vision clearly reflects the needs of the school community. • The vision underpins a broad curriculum and enrichment activities, ensuring pupils can flourish whilst learning through real-life contexts. • Collective worship is welcoming, accessible and engaging. It enables pupils and adults to flourish spiritually through opportunities for reflection, prayer and song. • Relationships and partnerships are strong within the local community. People are treated well in a safe and supportive environment. This enables pupils and adults to 'work, grow and flourish'. • Strong leadership in religious education (RE) ensures the subject has a high profile. Learning is relevant and diverse. RE is a subject that encourages pupils to ask important questions about world faiths.	
Areas for development	
• Ensure robust systems are embedded to monitor and review the impact the school vision, to secure deeper flourishing of pupils and adults. • Extend opportunities for pupils to explore questions of justice and global inequality, so they may understand how they can influence positive change. • Extend the shared language and understanding of spirituality to enrich opportunities for pupils and adults to flourish spiritually.	
Inspection findings	
Kington St Michael is a warm and welcoming, rural village school where every person is known, nurtured, and cared for. Leaders and governors have revised and enhanced the school's Christian vision to meet and reflect the needs of the agricultural community. A sense that everyone belongs within a warm, caring community runs through the school. The Christian vision is enriched by six values that drive all aspects of school life, for example, respect, courage and trust. It develops relationships based on compassion and friendship. This leads to many opportunities for pupils and	

adults to realise their individual strengths and succeed.

School leaders say they live out the vision by looking beyond the school for best practice they can use and learn from. The school works with a range of partners, including the diocese and a hub of schools to offer the best for its community. Committed governors are a regular presence in the school. They provide support and take pride in upholding the school's Christian character. They check how the vision drives the school's priorities. However the approach by leaders is informal. Therefore, leaders and governors are unable to evaluate and review the progress and impact of the vision.

The school's Christian vision and values are intrinsic to the curriculum. They thread throughout, supporting and nurturing the pupils to develop. Pupils are encouraged to be inquisitive and ask questions. 'Flashback Friday' allows them time to reflect and embed their knowledge and understanding. School leaders recognise the challenges faced by their context in a rural, village setting. Staff offer pupils chances to reach outwards in their aspirations and experiences. A variety of extra-curricular activities are used to enhance the curriculum. These include sports, visits, links with the secondary school, cultural trips, debates and visiting speakers. Extra-curricular opportunities and visits are highly valued by pupils and add considerably to their firm foundation of learning. Examples of this are outdoor learning, calm club and visits to musical theatre. These enhance pupils' enjoyment and support their development.

Leaders and staff in the school are developing an agreed understanding of spirituality and recognise the importance of this in fulfilling the Christian vision. They have an appreciation of the importance of times of stillness and reflection on pupil wellbeing and spiritual flourishing. Pupils value the chance to be still and reflective. They recognise it is important to their wellbeing as it gives them time to think about God. They also appreciate the importance of adults 'taking a breath' for their own spirituality. Staff make time for reflection and encourage spiritual development in lessons across the curriculum. However, a consistent, shared understanding and language of spirituality are not fully embedded.

Collective worship offers a welcome for all. It provides daily opportunities for reflection and stillness and a sense of wellbeing and belonging. The sharing of the school vision and prayer helps them to have belief in themselves. Prayer and silence are used to allow pupils to engage and reflect on the meaning of worship themes and to develop spiritually. A real sense of calm and togetherness is felt by those involved and is reflected in the joyful singing. The collective worship committee talk confidently about how their ideas help adults develop and provide reflective opportunities. Worship is enhanced by external partnerships and includes links with the local church and 'Open the Book'. Pupils and adults value the opportunity to deliver collective worship throughout the year and attend festivals in the church.

Leaders understand the rural context of their school and strive to provide opportunities for pupils to challenge for positive change. Pupils value the leadership roles they hold within the school and local community. The range of responsibilities and roles provided develops confidence and respect in pupils and for one another. The collective worship committee take pride in their work to support others in the community. They fundraise throughout the year and participate in local charity events such as community litter picking. All inspire pupils to challenge injustice in their community and nationally. Pupils appreciate how the rich curriculum and worship enables them to consider diversity and those who fight for social justice. However, pupils have not yet fully developed their understanding of social action at a global level. They are not clear on the depth of injustice that exists or that their voice can influence the wider world.

Relationships between members of the community are exceptionally strong and supportive. Parents, pupils, and staff feel listened to and valued because of the positive relationships between

all members of the school community. Pupils' behaviour is good because there are high expectations from staff. Attendance is good because pupils feel respected and enjoy coming to school. Parents talk of the inclusive and supportive nature of the school where pupils are treated as individuals. Throughout school, rooted in the vision, there is a culture of friendship, respect, and trust. Christian values are modelled by staff and emulated by pupils.

RE enables pupils to flourish due to a curriculum filled with thought-provoking religious and philosophical questions. Coupled with drama, visitors, visits, and creative tasks, it ensures that pupils thoroughly enjoy RE. Learning is well sequenced, with a good balance of different faiths and worldviews. It has a high status in the school. It is carefully planned and allows pupils to develop a clear understanding of Christianity as a living and world faith. They understand the importance of learning about world religions and are aware of similarities between them. Pupils are confident to share their ideas when discussing 'Big Questions'. The emphasis on discussion creates a safe space where they can explore their own faith and the faith and beliefs of others. Pupils confidently articulate their ideas and are quick to apply them to their own lives. Visiting clergy speak of the quality of the pupils' spiritual and thoughtful questioning. Pupils feel safe and respected. Therefore, they have the ability to ask challenging questions. They enjoy RE and talk with enthusiasm of the range of faiths and cultures they have studied.

A sense of belonging and looking after one another reverberates, driven by the Christian vision. It is seen in the genuine care shown by leaders and staff for each other, parents, pupils, and the community it serves.

The inspection findings indicate Kington St Michael School is living up to its foundation as a Church school.

Information			
Inspection date	22 January 2024	URN	126332
VC/VA/Academy	Voluntary controlled	Pupils on roll	136
Diocese	Bristol		
MAT/Federation			
	Kate Cavey		
Chair	Joanna Merry		
Inspector	Rhian Cockwell	No.	2219