

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kingston St Mary Church of England Voluntary Controlled Primary School	Greenway, Kingston St Mary, Taunton, Somerset TA2 8JH
Current SIAMS inspection grade	Good
Diocese/Methodist District	Bath and Wells
Previous SIAMS inspection grade:	Outstanding
Local authority	Somerset
Name of multi-academy trust/ federation	Not applicable
Date/s of inspection	14 October 2016
Date of last inspection	9 November 2011
School's unique reference number	123795
Headteacher	Kim Greenslade
Inspector's name and number	Revd Jeremy Hellier

School context

Kingston St Mary is a small rural school in a village to the northwest of Taunton. The school has 119 pupils on roll with a higher proportion of girls than boys. All are of White British ethnic origin. Pupils are taught in four mixed age classes, two in each key stage. Fewer than average pupils have special educational needs, and a significant percentage are on the gifted and talented register. The current headteacher was appointed as acting headteacher in 2011, and permanent in 2013. A pre-school facility is on the school site but not managed by the governing body.

The distinctiveness and effectiveness of Kingston St Mary as a Church of England school are good

- The school has established a Christian ethos that encourages learning and allows pupils to flourish.
- The Christian ethos promotes an outstanding sense of community in school, church and village which brings substantial mutual benefit.
- The school's Christian values have a positive impact on behaviour so that relationships throughout the school are excellent.

Areas to improve

- Develop and articulate an explicit Christian vision for the school so this is understood by everyone as the source of the school's values.
- Ensure that this Christian vision informs the school development plan and decision making.
- Increase pupil participation in planning leading and evaluation of collective worship so they develop a rich appreciation of its value.

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

The impact of the school's Christian ethos is good because the core values make a strong contribution to relationships in the school community. In response to questions about what makes a church school if all the symbols are taken away, one pupil explained 'It's the way we live our lives.' Good character awards given in

assembly reinforce this. Strong moral development and social interaction show how values are put into practice. Some pupils are able to make the link between the stated values and the Christian faith as their source. Good relationships arising from the values promote a positive attitude to learning and ensure needs of all learners are met. 'Lessons are fun' is the view of a number of pupils on the school council. All children are achieving well through this sense of caring and encouragement. As a result of this there are no issues with attendance, and the school's caring ethos is reflected in the annual home-school agreement. Pupils also state that the Christian idea of forgiveness is evident in the rewards and sanctions policy with the issue of "frownies" giving a chance to improve behaviour. The caring Christian atmosphere allows all learners to flourish, and staff are made aware of opportunities to promote spirituality throughout the curriculum. As a consequence, many pupils display clear thinking and confidently express opinions on spiritual matters. Spirituality is also evident through reflection areas around the school, and a reflection garden in the playground. Some pupils can explain how to use these areas and how their existence impacts on their daily life at school.

Pupils' work in RE at all levels shows that they have an understanding of Christianity in the context of the wider world of faith. Written work also reflects a developing empathy with members of other faith communities. Pupils show a growing respect for diversity and difference and are able to recognise some of the symbols that indicate people of different faiths. In this way RE reflects the mission statement which emphasises the inclusion of everyone. Many pupils are able to speak about the teaching of Jesus, and show an understanding of the nature of God as taught in Christianity. The church has provided Bibles which pupils are able to use competently. Engagement with RE in younger pupils is good. Reflecting on God's gifts one young pupil explained that God's greatest gift to her is the ability to be nice. The school's Christian distinctiveness is strongly reinforced by outstanding relationships with the local church and community. Parents speak of their engagement with the values of the school and appreciate the termly 'Faith' newsletter.

The impact of collective worship on the school community is good

There is a strong programme of collective worship and pupils speak warmly of its importance. 'It's where we learn about our values' explained one pupil. The link between the values and the Christian faith is not always made explicit. There is some opportunity for pupils to participate in worship, and the school is working on developing this further. Collective worship clearly displays the link between values and living. Throughout the day there is participation in other prayers as well as in assembly. The worship is well structured around the major events of the church year. This structure is appreciated by parents, and there is strong community engagement with collective worship at festival times. Some collective worship events are held in church and pupils, staff and members of the community participate and express how much they value the links between church and school. As a result of collective worship pupils have a good knowledge of the person of Jesus and some of his major teaching expressed in the gospels. There is also a good understanding of the idea of God as Father, Son and Holy Spirit and this is seen in prayer and songs. One older pupil explained 'The Holy Spirit is the filling in the sandwich between God and Jesus.' Other older pupils are also able to articulate an understanding of this. Worship takes place in a variety of styles with both whole school and class assemblies. As a result, the value of prayer is seen both in formal and informal contexts. Prayers on display around the school demonstrate pupils' ability to understand and compose prayers. The impact of this is clear in the frequent prayers that appear in their written work and the confidence with which they are written. Various clergy and other leaders participate in the worship especially at festivals. One diocesan priest in particular makes a special commitment to these occasions. Members of the school community express appreciation of the impact of that contribution which makes them feel festivals are properly celebrated. Collective worship is well recorded in photographs and some commentary, but monitoring and evaluation of impact upon the pupils is limited.

The effectiveness of the leadership and management of the school as a church school is good

Leaders ensure Christian values are well integrated into the life of the school. They shape what is taught and are clearly evident in practice. 'We all strive to do our best as we live, love and learn together' is the school motto. As a result of the school putting the motto into practice parents describe school as 'nurturing', and their children

see school as a natural extension of home. The Christian vision that drives all this is not clearly explicit or articulated by all leaders. This is evident in the school development plan too as there are many important points in it, but no reference to Christian vision and its role in future development and improvement. Governors have a system of each taking responsibility for a development point and ensure that these are actioned. Leaders have a good understanding of where they are, and what they need to do to go forward through effective self-evaluation. This is seen in the school's involvement in a mixed collaborative group of different types of schools. As a result leaders look more widely at educational issues that shape the future.

Leaders ensure the school's Christian values are in the forefront of collective worship and RE. Displays in classrooms and public areas make this clear. As a result, there is good spiritual, moral, social, and cultural development with words like 'awareness, resilience and perseverance' figuring strongly in pupil vocabulary. Foundation Governors are active in promoting links with the church despite recent upheaval in clergy appointments. Outstanding links with the community have been promoted by leaders with substantial mutual benefit. This is seen in members of the community who help with reading, attend fetes, services and other events. This same commitment sees school involvement in many major village events. There are clear benefits to these effective strategies seen in the way in which the school is valued by all. Governors benefit from a variety of diocesan training including, safeguarding, the 'Prevent' programme and consideration of multi-academy trusts. Staff speak highly of the school's ethos, and some are actively developing church school leadership skills. Leaders of RE and collective worship are given good support in terms of training and carrying out the role. Recent RE updates inform current practice, and a passionate and enthusiastic approach to the role is clear. Action points from the previous report continue to be addressed and some progress has been made. Effectiveness of leadership and management can be clearly seen through a growing impact on pupil understanding of the Christian values and their effect throughout the life of the school.

SIAMS report October 2016 Kingston St Mary CEVC Primary School, Taunton, Somerset TA2 8JH