

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kirkby on Bain Church of England (Voluntary Aided) Primary School

Vision

‘Learning together for life, life in all its fullness.’

We care, learn, discover and grow together, aspiring to make a difference to our own lives and to those of others.

Strengths

- The clarity of the Christian vision ensures it is understood and lived out, enabling pupils and adults to flourish in this school. The vision creates a shared sense of purpose which pervades every aspect of the school’s work.
- A strong culture of mutual respect ensures that difference is celebrated in the school’s inclusive environment. Pupils and adults receive the care and support they need to develop and thrive.
- The thoughtfully constructed curriculum, rooted in the vision, recognises the potential in pupils. ‘Golden threads’ enable pupils to link their learning with the vision and prepare them well for the lives that lie ahead of them.
- A vibrant and varied approach to collective worship enables pupils to understand the vision on a daily basis. It plays a significant role in nurturing the spiritual development of the school community.
- Religious education (RE) has a high profile in the school. Passionate and knowledgeable leadership of RE ensures that pupils develop the skills of religious literacy from their earliest years in school.

Development Points

- Embed the school’s shared language and understanding of spirituality in both collective worship and the curriculum. This is to enable pupils to understand and articulate their growing spiritual awareness.
- Extend the way the RE curriculum strengthens pupils’ understanding about the way different religions are lived out in the daily lives of people. This is to enhance the way that learning about belief is directly relevant to pupils’ lives.



Inspection Findings

A shared belief in the power of living and working well together enables pupils and adults to flourish in this school. The vision, rooted in Christian teaching, is lived out through every aspect of the school's work. The inherent worth of individual pupils is recognised as they are supported to be the best they can be. Pupils and adults speak of how the vision inspires them to make a difference. An invitation to reflect upon how the vision impacts on personal lives extends the school's work into the community. Sharing contributions to the 'Kirkby Conversations' enables pupils to understand the impact of the vision beyond the school. Governors provide effective support and challenge to school leaders because they know the school well. They uphold the vision and monitor its effectiveness to ensure that pupils and adults flourish.

Respectful and caring relationships underpin the work of the school. Effective modelling by adults ensures that pupils learn the importance of considering the needs of others. They celebrate difference and explain why this is important in their lives now and in the future. Compassionate support from adults and peers enables disagreements to be resolved with forgiveness and love. Well-planned arrangements for transition into school result in new pupils quickly becoming confident members of the school community. Parents speak of how they, and their children, feel embraced by the loving environment of the school. This calms any anxieties and enables them to flourish. Equally, pupils are well-prepared for the transition to secondary school. They believe in themselves and have a strong sense of self-worth. Adults feel well-supported by school leaders, including governors. They speak of the joy which working at the school brings to their lives. The embedded culture of mutual support enables them to live out the vision as they work towards a common goal. Consequently, wellbeing is enhanced.

Pupils recognise the relevance of what they are learning to the lives that lie ahead of them. This is because the vision is reflected in the school's language of 'Golden threads' which are skilfully woven through the curriculum. The focus upon 'Know Yourself, Love Yourself, Love Your Neighbour' enables pupils to reflect upon their own worth and that of others. Learning is enriched by visitors and visits to new places. This broadens the horizons of this rural school community. A visit to a mosque inspired some pupils to attend an open day with their families, deepening their understanding. Pupils who have special educational needs and/or disabilities (SEND) flourish in this school because staff believe in their potential. School leaders work with staff, families and outside agencies to identify needs and implement appropriate intervention. Parents describe with passion the way in which their children's lives have been transformed by the support they receive. School leaders plan opportunities to support pupils' spiritual development through the curriculum. Pupils are encouraged to look inwards towards themselves and outwards towards others and the wider world. The extent to which pupils can describe the impact of opportunities for spiritual flourishing on them is at an early stage.

Gathering for worship at the end of the day reaffirms the sense of belonging and shared purpose in living out the vision. Pupils make a significant contribution to the worship life of the school. The 'Spiritual Gang' welcome everyone to worship and send them out with words from the vision. This serves as a reminder to 'go out and make a difference in the world'. The vibrant and varied approach to collective worship nurtures the spiritual development of both pupils and adults. Thoughtful adjustments are made so that all may take part and access the Christian message. Worship offers opportunities for spiritual development through prayer, reflection and praise. Pupils and adults are inspired to share their thoughts in worship and pupils write prayers to be shared with others. They sing the school prayer and songs joyfully, raising the spirits of the school community. The opportunity to experience a service of Holy Communion develops an understanding of Christian tradition for the older pupils. The strong relationship with local clergy helps to make staff, pupils and their families feel welcomed into the Christian community. This gives many the confidence to seek pastoral support in times of need.

Inspired by the parable of The Good Samaritan, pupils have a strong sense of social responsibility. Both collective worship and the curriculum provide a wealth of opportunities to explore ways to serve others. Well-chosen books and stories enable pupils to understand how they can make a difference. Those in Key Stage 1



learn about children around the world who have brought about change. This encourages them to do likewise in their own community. Classes each select and research a cause of support and plan their charity days with an enthusiastic sense of purpose. Pupils raise money for the protection of penguins and donate long hair to make wigs for cancer sufferers. This strengthens their sense of responsibility to challenge injustice and make a difference in the world.

RE is considered an important subject and is passionately and knowledgeably led. The aspirational curriculum promotes a balance between the acquisition of knowledge and skills. Staff training enables teachers to understand what constitutes good practice and implement this in their teaching. As a result, pupils, including those who join from other schools, make good progress from their various starting points. Working with the subject leader, governors play an important role in monitoring RE. Through their observations of teaching and children's work, they offer challenge and support in the drive for improvement. Inspirational teaching of RE brings the subject to life and pupils engage in their learning with enthusiasm. RE lessons provide a safe space to explore religious and non-religious worldviews through discussion, the arts and written work. One child explained how RE helps him to understand and value those with different beliefs. Pupils are challenged to think more deeply as they encounter opportunities to reflect upon ways of living, believing and thinking. Visits to places of worship foster a deeper knowledge and understanding of a range of different faiths and cultures. However, not all pupils appreciate the diversity of religious practice lived out within individual faiths around the world. Systems for the assessment of RE, developed in conjunction with the diocese, are effective in monitoring progress and attainment.

Information

Address	Wharf Lane, Kirkby-on-Bain, Woodhall Spa, LN10 6YW		
Date	16 th October 2024	URN	120623
Type of school	Church of England (Voluntary Aided) Primary	No. of pupils	119
Diocese/District	Lincoln		
MAT/Federation			
Headteacher	Georgina Day		
Chair of Governors	Paul Brewster		
Inspector	Helen Simms		