

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Knowl Hill Church of England Primary School	
Address	Bath Road, Knowl Hill, Reading, RG10 9UX

### School vision

Our vision is deeply rooted in the biblical wisdom and Christian teaching of loving each other, encouraging and building each other up to achieve ones very best. Together we learn, love, achieve and succeed. Within our school family, each individual is encouraged to flourish by discovering and growing their God-given talents to fulfil their potential. We believe by encouraging, inspiring and building each other up, we secure the best outcomes for every member of our community.

‘Encourage one another and build each other up’

1 Thessalonians 5:11

### School strengths

- The Christian vision underpins everything that the school undertakes. Because the vision is central, it encourages and supports all pupils and adults to flourish.
- Dedicated leaders foster strong partnerships with the multi-academy trust (MAT) and local church. These enhance the Christian vision and loving culture of the school. As a result, all are nurtured to live life fully.
- Pupils and adults flourish due to the inclusive and engaging collective worship. Leaders creatively weave the Christian vision into worship. This presents pupils and adults with opportunities to experience prayer or moments of reflection.
- The Christian vision threads through inspiring learning activities. This enables all pupils to develop academically and personally. Skilful provision for pupils who are vulnerable nurtures a culture of respect for people as unique individuals.
- Pupils learn about religious and non-religious worldviews through creative and well-planned learning activities. Supported by the diocese and MAT, leaders implement a progressive and well-balanced curriculum.

### Areas for development

- Embed pupil's understanding of injustice in the world. This is so that they can appreciate how they might take action to make a difference.
- Further embed assessment opportunities with religious education(RE). This is so that leaders can establish the impact of the RE curriculum on pupils' understanding.
- Review the existing opportunities for spiritual development so that leaders understand the impact on pupils and adults.

### Inspection findings

The established Christian vision of Knowl Hill is confidently articulated by all. The school's close partnerships within the Ashley Hill Multi Academy Trust enrich the vision. The tight-knit community of schools utilises each other's strengths for the good of all. Leaders effectively reinforce the expectation that all people are to be encouraged and supported as unique individuals. Pupils are proud to attend school and they behave well. The role of governors is valued and they are nurtured as people. They effectively exercise their role as critical friends while providing support for the staff

team.

The Christian vision is woven through a carefully crafted curriculum. Regular enrichment activities in the form of 'Inspire Days' foster a love of learning. Supported by the MAT, leaders effectively ensure that the inclusive curriculum meets the needs of pupils. Adults skillfully tailor learning for pupils with special educational needs and/or disabilities (SEND). Due to this encouragement, vulnerable pupils are fully included and make progress. The dedicated pastoral team nurtures families in need. Consequently, effective links with specialist agencies provide support for those facing challenging circumstances. Senior leaders monitor learning activities and pupil progress regularly. This ensures that pupils are equipped to 'succeed and grow their God-given talents.' The successful resource sharing with partner schools improves teacher wellbeing and financial efficiency. Teachers are inspired by the vision when encouraging pupils' learning about diversity and equity. Topics such as 'All God's Creatures' foster inquiry skills and a respect for world views, for example, creation.

Leaders plan innovative collective worship so that pupils have opportunities for spiritual flourishing. The vision is creatively woven through termly values such as perseverance. Pupils are sensitively encouraged to reflect on illustrative Bible passages. They listen respectfully to their peers, leading poems or prayers. Pupils' own prayers are sometimes selected from the 'prayer wall'. These are highly valued. Collective worship is a cherished time for the school community, and pupils' behaviour is exemplary. Adults subtly select songs with actions so that worship is joyful but inclusive. Pupil worship leaders readily demonstrate their pride when acting as role models. This increases their confidence and inspires younger pupils. The school has a strong partnership with the local church community. Pupils benefit from regular visits for worship or to inform their learning. Parents are welcomed to the termly services, enfolded in the vision of love and encouragement. The insightful decision by leaders to plan additional spiritual activities in the afternoons is valued by all. Pupils benefit from activities that help them let go of worries or experience stillness. Diocesan training equips teachers so they confidently implement such inclusive contemplative practices. Teachers value pupil reflections celebrating these through displays, for example, the 'Blessing Tree'. Although this is established as a calming practice, the impact on pupils' spirituality is not fully clear.

The vision inspires all to develop caring relationships. Pupils readily serve each other as buddies or eco-councillors. Individually, pupils know that their efforts are recognised through awards such as 'star of the day.' The embedded values of the school ensure that all remain responsible for their own and others' wellbeing. Leaders are forthright in their expectation that love should accommodate all people. This is a notable strength of the school and is valued by parents. Pupils are cherished as unique individuals and express themselves freely. Leaders establish a culture of equity, providing pupils with the confidence to express themselves. The MAT skillfully enhances the vision by supporting leaders to manage resources. Teachers thoughtfully provide appropriate activities to nurture the wellbeing of vulnerable learners. Leaders share a deep commitment to promoting positive mental health. This is mirrored by members of the church community who provide pastoral care for staff and families. As a result, relationships are strong and built on trust. This foundation of love surrounds all and strengthens the vision of the school.

Leaders provide important opportunities for pupils to enhance the lives of others in the local community. Pupils live out the vision when making and delivering mince pies to the elderly. Their acts of service are also extended to the vulnerable through food bank donations. Leaders are dedicated to ensuring that philosophy forms part of learning. As a result, pupils are able to explore their place in the world and their responses to others. Inspired by the vision, leaders actively nurture pupils so that they understand the importance of ethical choices. Consequently, pupils are able to respond to environmental issues as part of the curriculum. They feel emboldened to make a

difference, for example, by writing to the Prime Minister. However, opportunities to act upon their convictions and be agents of change globally are limited.

RE has a high status within the school. Leaders craft a well-balanced and progressive RE curriculum. The school effectively engages well with training from diocesan advisors, which fosters teacher confidence. Pupils are provided with creative opportunities to explore concepts such as beliefs, behaviour and belonging. This enables them to make links and share comparisons in their own lives. Further consideration to embed the revised, locally agreed syllabus is necessary. Members of the community are strongly encouraged to share their faith, which enriches pupils' learning. Teachers capture pupils' responses within high quality class books. Leaders have a strong vision for the assessment of RE but this is not embedded. Governors diligently monitor RE as part of the wider curriculum. This enables them to support leaders to deliver diverse and challenging RE for pupils.

The inspection findings indicate that Knowl Hill Church of England Academy is living up to its foundation as a Church school.

Information			
Inspection date	11 January 2024	URN	141295
VC/VA/Academy	Academy	Pupils on roll	119
Diocese	Oxford		
MAT/Federation	Ashley Hill Multi Academy Trust		
Head of School	Nichole Bourner		
Chair	Carolyn Deans		
Inspector	Helen Crolla	No.	918