

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Basildon Church of England Primary School

Vision

Respect, Resilience, Excellence are underpinned by the Bible verse; 'Strong in spirit, full of wisdom.' Luke 2: 40

Basildon Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision is clearly understood and shapes leaders and governors' decision-making. As a result, the school community flourishes within a culture that encourages pupils to act bravely, make positive choices and show love.
- The curriculum is shaped by the vision and guides pupils' learning experiences and relationships. This strengthens their personal development, helping them to grow as confident and compassionate individuals.
- Collective worship is a joyful and enriching experience that offers meaningful opportunities for pupils and adults to grow spiritually.
- Driven by the vision, the school fosters a culture where pupils and staff feel valued and supported. Nurturing leadership, strong relationships and effective pastoral care are key features.
- The highly effective religious education (RE) curriculum enables pupils to think deeply and reflect on significant questions. As a result, they develop a secure understanding of a wide range of religions and worldviews, preparing them to engage positively in a diverse society.

Development Points

- Enhance the way that opportunities for spiritual development are intrinsically woven throughout the curriculum. This is to strengthen pupils' understanding of spirituality and to enrich the way that it supports them to flourish spiritually.



Inspection Findings

Vision and Leadership

Basildon Church of England Primary School's Christian vision is experienced through its commitment to nurturing individuality, wellbeing and compassion. It is underpinned biblically, encouraging adults and pupils to be 'strong in spirit, full of wisdom.' The trust and the school visions align well, ensuring a shared commitment to flourishing. Pupils and staff articulate, understand and demonstrate the vision confidently. There is a comprehensive approach to monitoring and evaluating the vision and positive action by staff is taken to address suggested changes. As a result, pupils reflect on the vision's call to wisdom and apply it when making decisions. Inspired by this, they are encouraged to be kind and caring towards others. Consequently, they feel valued, respected and empowered to flourish within the nurturing ethos that is established. Leaders use the vision to shape staff training, model the school's values and strengthen support for pupils. The vision guides daily decision-making. For example, a decision was made to keep single age classes to ensure excellence remained a priority. Regular guidance for staff, develops positive relationships and sustains high aspirations. Staff feel proud to work in this school. As a result, pupils and staff grow in confidence, positively benefiting from the transformative impact of this embedded Christian vision. Consequently, they thrive, strengthened by the Christian foundation of the school.

Vision and Curriculum

The curriculum enables pupils to flourish personally. It nurtures moments for reflection, enabling them to grow in confidence and wisdom. Staff at Basildon know their pupils well. They open pupils' eyes to the beauty of God's world beyond their rural community. Through the curriculum, pupils encounter diverse stories, art and music and discussion. This truly results in 'generosity of spirit' and they develop a strong sense of belonging and love for their school. However, the extent to which spirituality is planned within the taught curriculum is less developed. This limits its impact on pupils' spiritual development. Staff have created a welcoming environment where pupils feel secure and ready to learn. As a result of this, and guidance from adults, they engage positively and develop their own independent learning skills. Staff provide effective guidance. Targeted interventions and adaptive teaching ensure that they experience success. Inspired by the vision, ambitious leaders maintain high expectations. Pupils respond positively to the curriculum. Pupils with special educational needs and/or disabilities (SEND) and those considered vulnerable receive tailored and dignified support. The curriculum is sensitively adapted to give time for pupils who need space to regulate their emotions. Collaboration across the trust strengthens staff subject knowledge enabling the sharing of effective practice. Pupils encounter diverse authors and artists. This, together with the way that values are lived out, helps to create a caring and respectful learning environment.

Worship and Spirituality

Collective worship is joyous and shapes a central part of school life. Leaders ensure that pupils have the opportunity to reflect on Bible readings and world events within worship. It is enriched through strong partnerships with the local church which deepen community relationships. This reinforces spirituality. Alongside leaders and staff, clergy lead worship and develop pupils' understanding of faith in action. Special events are marked by the clergy in memorable ways. For example, the lighting of indoor fireworks to represent the flames of the Holy Spirit at Pentecost, enthralled pupils and made them think more deeply. Worship inspires them to take part in charity fundraising events and community projects helping them to serve others. Prayer spaces provide opportunities for reflection and personal thought for pupils. They attend church services throughout the year, including for Christmas and Easter celebrations. As a result, they are familiar with some Anglican tradition in worship, which supports their spiritual development. Leaders engage with diocesan training which strengthens provision and promotes high-quality worship enhanced by support from members of the trust. Selected themes inspire pupils to reflect on Christian values and beliefs. Parents appreciate opportunities to join



with the school during services. Leaders monitor worship and use feedback effectively to develop spiritual flourishing.

Vision and School Culture

The school's Christian vision shapes a nurturing culture where pupils and staff feel valued. It balances academic success with personal growth and wellbeing. Dedicated quiet areas are set aside to help pupils to think about how they can understand their peers better, following any conflict. Consequently, pupils demonstrate forgiveness, empathy and develop a sense of self-belief. Leaders show compassion, fostering an understanding of the importance of positive wellbeing. Through this, staff value the vision-led leadership that creates a sense of belonging for them. Leaders listen to pupils carefully and respond thoughtfully. They provide meaningful assistance during periods of challenge and change. For example, creating additional time to respond to pupils carefully. As a result, morale remains high, relationships flourish and pupils show confidence when discussing difficulties with learning and friendships. Respect ensures that pupils display courtesy to others and this helps to build strong relationships. Adults provide guidance and encourage pupils to persevere, which develops their personal resilience. Through robust relationships and pastoral intervention, pupils understand that they need never face difficulties alone. Consequently, both pupils and staff develop within a culture that prioritises compassion, inclusivity and respect.

Vision, Justice and Responsibility

Inspired by the vision to act wisely, pupils engage thoughtfully with issues of justice and responsibility. Leaders create opportunities for them to consider their impact on others and they respond with maturity. This demonstrates a commitment to actively bringing about change. For example, pupils weigh left over food to reflect upon and reduce unnecessary waste. This initiative develops their understanding of environmental stewardship. They are empowered to recognise injustice, speak out for fairness and take meaningful action to make a positive difference in the lives of others. For example, organising monthly coffee mornings in the local community to support those who feel lonely. Staff encourage pupils to think critically about fairness and compassion through worship and curriculum experiences. For example, peers respect the fact that certain adaptations are needed for some to access worship. Consequently, they develop empathy and show concern for the needs of others. They understand their own responsibility to care for God's world and improve it, organising litter picks. In addition, they collect items of clothing to send abroad which raises their awareness of injustice. As a result, the school's culture empowers them to become strong voices for positive change, championing justice.

Religious Education

The RE curriculum reflects the vision by encouraging pupils to explore faith and foster wisdom in a diverse world. Leaders plan a coherently sequenced curriculum. It includes an 'interfaith unit' which focuses on similarities between religions so that pupils have opportunities make links across and between religions. Through this, pupils develop knowledge and critical thinking. They engage confidently with a range of world religions and worldviews, which supports their understanding of difference. Carefully chosen enquiry questions within the curriculum encourage pupils to think deeply, challenge assumptions and articulate informed perspectives with maturity. Effective evaluation by leaders demonstrates the curiosity that pupils show through the curriculum. Consequently, this is beginning to nurture their spiritual growth through reflection and exploration of complex ethical issues. Leaders adapt curriculum planning thoughtfully to meet the diverse needs of learners. Collaboration across the trust and engagement with the diocese is highly effective. The school shares best practice across the trust so teachers feel well supported.

Information

Address	School Lane, Upper Basildon, Berkshire RG8 8PD		
Date	18 May 2026	URN	109949
Type of school	Academy	No. of pupils	179
Diocese	Oxford		
MAT/Federation	Summit Education Trust		
MAT Chair	Chris Prosser		
Headteacher	Melissa Cliffe		
Chair of Governors	Andy Tow		
Inspector	Clare Murray		