

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kirtlington Church of England (VA) Primary School

Vision

Our school is a safe place where all children, adults and the wider community are valued and embrace the difference in one another. Children become successful, resilient learners who, through an emphasis on well-being and spirituality, reach their full potential, guided by the example of the Good Samaritan (Luke 10.25 ff). They become courageous advocates in society, using kindness and forgiveness to do the right thing with understanding, tolerance and love. We love our neighbour just as Jesus Christ loves us.

Kirtlington Church of England (VA) 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

- Leaders ensure that the Christian vision permeates school life. It is lived out in the daily interactions of pupils both within school and beyond the school gates. As a result, pupils flourish and are well equipped to take their place in God's world.
- Anchored by the vision, partnerships with the village, church, and diocese are deeply embedded. This enables the school to serve families and their community effectively.
- Collective worship is rooted in biblical narrative and shaped by the Christian vision. It provides meaningful opportunities for pupils to develop spiritually, to serve others and to live well together.
- Individuals, staff and the wider community feel valued and supported at times of need. Mental well-being is valued by staff, leaders and governors alike, enabling the school community to thrive.
- Religious education (RE) is a high-profile subject that is well-led and taught. The curriculum is ambitious, carefully sequenced and thoughtfully adapted so that pupils, including those with special educational needs and/or disabilities (SEND), do well in their learning. As a result, pupils develop high levels of theological understanding and religious literacy.

Development Points

- Enhance the work begun to develop a shared understanding and language of spirituality across the school. This will help ensure pupils build confidence in recognising and articulating their spiritual experiences.
- Build on the strong design of the RE curriculum. This is to provide greater planned opportunities for pupils in Keys Stage One to engage with a wider range of worldview perspectives.



Inspection Findings

Vision and Leadership

The established vision at Kirtlington school, 'We love our neighbour, just as Jesus Christ loves us', is a driving force for the work of the school. The parable of the Good Samaritan forms the biblical foundation of the vision. It provides meaning to pupils and shapes their understanding of loving and serving others. Pupils across the school are proud of the vision and talk confidently about what it means to them. Five carefully chosen values, love, respect, perseverance, hope and service, flow from the vision. Together, they provide a clear framework for living out the vision in daily life in school and beyond. Strong links with the local parish church enrich pupils' understanding of the vision and chosen values. Leaders and governors monitor the impact of the vision. It acts as a central point of reference in leadership decision-making.

Vision and School Culture

The Christian vision permeates daily interactions. It anchors pupils' sense of how to live well together and shapes their moral decision-making. For example, older pupils take care of pupils in Reception class, on school trips or in the playground. They act as 'buddies' showing kindness and modelling caring for others. They value this responsibility and see it as living out the school vision and values. Across the school, vulnerable pupils are warmly welcomed and well supported. Pupils and staff embrace difference, creating a deeply inclusive school community. The realisation of the vision means that pupils feel safe and loved and are valued members of the learning community. The parable of the Good Samaritan equally resonates in the way school leaders support and enable adults to flourish. Staff feel supported at times of need. Parents and carers feel part of a special community with a strong sense of identity and moral purpose.

Vision and Curriculum

School leaders have created a coherent topic-based curriculum which reflects the needs of the community. It is carefully structured to support progression within mixed-age classes. This enables pupils in the Reception class to get off to a good start as they begin to understand how to live and learn well together. Pupils make strong progress in their learning. They are well placed for the next stage of their educational journey. There is a culture of high aspiration across the school, including for pupils with SEND. Adaptive teaching ensures that pupils deemed vulnerable have their needs met and access the curriculum successfully. Competitive sports are fully inclusive, enabling pupils from across the school to take part. Pupils enjoy a range of extra-curricular activities. They benefit from opportunities to make rock music, sing, take part in art and drama workshops, play hockey and attend residential trips. This helps them to develop confidence and enjoy new learning experiences. Pupils' learning is also enriched by outdoor learning in the woodland area. It supports pupils' well-being and provides a means to care for the school environment. At present the curriculum does not yet fully maximise opportunities for spiritual engagement. However, leaders are developing the language of spirituality so pupils and adults can articulate their spiritual experiences.

Worship and Spirituality

Kirtlington's collective worship is rooted in the school's Christian vision and values. It is a time to come together, as a school community, to pause and reflect on one's place in God's world. It provides inclusive opportunities for pupils to explore biblical narrative and develop spiritually. This includes drama and role-play, which helps deepen pupils' understanding of the Christian message. Equally, the use of questioning and partner talk enables pupils to critically engage with the school's chosen values. This means pupils can reflect on how values-based choices impact on themselves and others. Pupils are also given meaningful opportunities for prayer and reflection which nurtures their spiritual growth. The strong partnership within the local church further enriches pupils' learning and creates opportunities for deeper questioning and spiritual reflection. This special relationship also helps to



foster understanding of Christianity as a global faith. It encourages pupils and adults to consider the needs of others who are less fortunate. In daily worship, joyful singing further develops the sense of community and contributes to the spiritual life of the school.

Vision, Justice and Responsibility

The Christian vision is a key driver for empowering pupils to act as agents of change. It fosters a strong sense of responsibility within their local community. Pupils are keen to make a difference in their local environment and the natural world around them. They equally care deeply for their school grounds so that all may benefit. For example, growing plants from seed so the school community can enjoy what they have nurtured. Pupils and adults also routinely organise litter collection in the village. Stemming from the parable of the Good Samaritan, pupils are empowered to support a range of charitable causes for those most in need. Established church relationships support pupils and the school council to coordinate and raise funds for the most vulnerable in the nation and beyond.

Religious Education

RE is a high-profile subject across the school. Staff regularly engage in professional development, including diocesan training. This enables them to be confident in their teaching. The curriculum is carefully sequenced to ensure RE learning builds on prior knowledge. In the mapping of Hinduism, for example, learning is carefully structured from Reception to Year 6. Starting with the story of Rama and Sita, pupils learn about good overcoming evil. They later learn about Hindu gods and deepen their understanding of concepts such as dharma, karma and the cycle of rebirth. This creates a very coherent framework through which pupils build and deepen their understanding over time. Within a very strong curriculum, there remain opportunities to develop other worldview perspectives at Key Stage 1.

As a result of high-quality teaching, and high aspiration, pupils achieve excellent outcomes. They develop a high degree of religious literacy. They talk eloquently and confidently about key and challenging concepts, such as the idea of the fall or incarnation in Christianity. They present their learning with care and detail. In keeping with the vision, there are equally high aspirations for vulnerable pupils. The curriculum is skillfully adapted to ensure those with SEND engage meaningfully with key religious concepts. Leaders, including governors, carefully monitor outcomes and identify next steps. Leaders also share RE expertise with other schools in the diocese, embodying the Christian vision rooted in the parable of the Good Samaritan. In doing so, they provide service to others.

Information

Address	Heyford Road, Kirtlington, OXON, OX5 3HL		
Date	11 March 2026	URN	123187
Type of school	Voluntary Aided	No. of pupils	104
Diocese	Oxford		
Headteacher	Kyla Bates		
Chair of Governors	Zoe Cumming		
Inspector	Gary Price		