

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

King Ina Church of England Academy (Juniors)

School Lane, Somerton, Somerset TA11 7NL	
Current SIAMS inspection grade	Outstanding
Diocese	Bath and Wells
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	September 2014
Name of multi-academy trust	King Ina Church of England Academy
Date/s of inspection	24 May 2018
Date of last inspection	27 March 2013
Type of school and unique reference number	Academy 138541
Headteacher	Susannah Svenson
Inspector's name and number	Susan Jordan 932

School context

King Ina C of E Juniors is a below average sized junior school with 151 pupils on roll, organised into one single and four mixed age classes. It is part of a three site academy trust in the heart of Somerton with Somerton Infants and a pre-school. The proportion of children who have special education needs and/or physical disabilities (SEND) is below the national average, although the number for whom the school receives additional funding is above average. The current headteacher was appointed in January 2018. The last OFSTED inspection (October 2017) graded the academy as continuing to be good.

The distinctiveness and effectiveness of King Ina Academy (Juniors) as a Church of England school is outstanding.

- The determined and clear leadership of the new headteacher, supported by insightful directors and governors, is highly effective and has refocused the vision and aims of the academy. Strong Christian values are embedded with a truly distinctive Christian ethos throughout the school and its community. This has led to pupils' exemplary behaviour, deeply caring relationships and very good academic achievements.
- The Christian distinctiveness of the school is exemplified through the strong focus on each child as an individual and has led to all pupils' needs being met within a caring and nurturing environment.
- Standards and achievement in religious education (RE) are high due to the well-planned, enriching and engaging curriculum. This makes an important contribution to all learners' understanding of Christian values and Christianity.
- The excellent, close, mutually beneficial relationships the school has with the local church and the community it serves enhance its distinctive Christian character.

Areas to improve

- Capitalise on the enthusiasm of the school council by providing opportunities for them to plan, lead and evaluate collective worship to further enhance their enjoyment and understanding. In addition, use a more systematic gathering of responses from all stakeholders to inform planning and development and ensure its on-going positive impact.
- Further develop and embed the strong vision and values together with the high quality religious education (RE) provision so that valuable support can be provided throughout the academy trust particularly to the infant school, helping the Christian foundation to be made explicit in its life, environment and documentation.

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

King Ina Academy is a welcoming, happy, caring and supportive community, informed by deeply embedded Christian values and biblical teaching, where all pupils feel highly valued and special. There is a clear vision shared by the whole school community: 'To develop happy, healthy, motivated learners who aspire to achieve their full potential and who look to the future with confidence within a secure Christian environment'.

The senior leadership team (SLT), directors, governing body, school staff and parents all articulate the six newly selected Christian values of hope, endurance, friendship, creation, peace and koinonia. School council members were fully involved in selecting the more child-friendly terms of believe, determination, friendship, eco-friendly, calm and community. This ensures all learners understand them from a Christian perspective and are able to talk about their meaning and impact. For example, one child linked the Christian value of community with Jesus feeding the five thousand to illustrate the way Jesus cares for everyone. They in turn encourage and support one another. These values are embedded into the heart of everything the school does positively impacting on learners. This creates a respectful family ethos in which everyone feels valued. Pupils describe their school as being 'safe where everyone is kind, polite and friendly and where adults always take care of us'. The values, together with the Olympic legacy 'be the best you can be' and 'the secrets of success' learning criteria are very effective in promoting personal development. Consequently, behaviour and relationships between children are of the highest standard. Pupils are courteous, respectful and appreciative of what the school provides. Jesus' teachings, studied through RE and worship, guide every aspect of daily life to nurture and support, through loving relationships underpinned by explicit Christian values. Pupils and their families from other cultures are encouraged to share their heritage and beliefs. As a result, pupils have a high degree of understanding and respect for diversity and difference. Pupils benefit from the wealth of activities and sporting opportunities in various after-school clubs plus residential visits for all pupils, 'giving them wings to be the people they want to be'. The school is responsive to any concerns expressed by parents and an established open-door policy enables excellent communication. One parent stated 'staff make time to speak with parents at any time' with a 'caring approach'. Parents are encouraged to support their children's learning with activities such as reading, spelling and 'Mathletics'. This is further evidence of the school's values of koinonia/community and encouraging learning with endurance/determination. An outstanding focus on well-being results from the academy's strong belief in the value of each individual and concern for the 'whole child'. An impressive range of support strategies are in place including 'Theraplay', Yoga and the use of trained emotional literacy support assistants (ELSA). The commitment to every individual has a positive impact on all pupils. They enjoy school, are enthusiastic learners and achieve well. Promotion of Christian values supports the learning and progress of all children. Pupils' attainment exceeds the national averages in core subjects at the end of key stage 2, with a high proportion of vulnerable pupils achieving expected standards.

The impact of collective worship on the school community is good

Collective worship is an important aspect of every day, making a rich contribution to pupils' spiritual, moral, social and cultural (SMSC) development. Frequent use of Bible stories exploring the school's Christian values enables children to understand them from a Christian perspective with contemporary relevance of the Bible. Highly engaging experiences used in worship enable pupils to get involved and respond, deepening their understanding of Christian values in their daily lives. In one act of worship observed, pupils' behaviour was excellent, responses were thoughtful and confident and singing (pupils' choice) was enthusiastic. Pupils talk positively about enjoying worship and being together as a school. Younger pupils say how shared ideas and beliefs influence kindness and politeness in relationships throughout the school. They particularly value 'praise' worship focusing on the celebration of achievement. Older pupils recognise that worship is 'special, with time to relax, be still and reflect'. Lighting a candle encourages all to reflect and recognise how they should be responsible for their own behaviour and learning. Daily school worship develops a strong sense of a family and a worshipping community.

Pupils are familiar with Anglican traditions of prayer, singing, stillness and reflection. They know that prayer takes different forms with regular use of the Lord's Prayer and pupils' own prayers for school worship and church services. The use made of class reflection areas, an outside 'pod' and memorial chair show the importance placed on reflection. The value of koinonia shared through worship inspires pupils to give to others, for example, through fundraising and charity giving for Children in Need. Recently in a 'Bake Off' fundraising event, two classes chose cancer charities to support, acutely aware of school families affected by this. Links made with the study of Christianity in RE enhance pupils' understanding of the centrality of Jesus' life and teaching in Christian worship. Pupils value the lively worship led by the local vicar, finding it 'exciting, interesting and interactive' and 'helps you to think'. He works closely with the headteacher in developing the Christian ethos. Pupils enjoy participating and although leaders involve them, they are keen to do more. Pupils talk about their understanding of the Holy Trinity with clarity and confidence. An older pupil described it as 'each one acts differently but they are sort of

one'. Understanding of Anglican practice and key Christian beliefs is enriched through church celebrations of the main Christian festivals to which parents and the church community are warmly welcomed. Pupils' views are sought annually and the SLT and foundation governors regularly monitor collective worship. However, there is no systematic gathering of responses from all stakeholders to inform planning and development. School council members participate eagerly in worship and are keen to take greater responsibility for its planning, leadership and evaluation. Leaders are beginning to respond to this, encouraging pupil-led worship on topics such as anti-bullying.

The effectiveness of the religious education is outstanding

RE is regarded as a core subject in the curriculum and is a central element of the school's distinctive Christian character. RE standards of attainment are high, shown in the robust assessment process involving scrutiny of pupils' work, displays, learning walks and direct observation of lessons. Rigorous monitoring and regular evaluation undertaken by the SLT and foundation governors ensures continuing high standards. Outcomes for a significant number of pupils are higher than age related expectations. Well designed and detailed planning ensures learners access a challenging curriculum based on the revised 'Awareness, Mystery and Value' syllabus. Christian values and opportunities for SMSC development are also fully supported by the curriculum content. The experienced, knowledgeable coordinator enables teachers to approach RE teaching confidently reflecting the high levels of practice applied across the curriculum. This means pupils have an excellent knowledge and understanding of Christianity, other major world faiths and cultures which they willingly share with each other. This has been enhanced, for example, by a pupil sharing his Muslim faith and visits to places of worship including Westminster Abbey and a mosque. The quality of teaching is strong enabling learners to explore knowledge, ideas and beliefs in a challenging yet safe environment. Teachers use a range of very effective techniques, where possible linking to the academy's Christian values. For example, younger pupils described Joseph's leadership qualities as 'faithful, determined yet forgiving'. Effective teaching encourages pupils to connect their learning with their own lives and experiences. For example, looking at the boy David's story, older pupils were challenged to think about why they shouldn't underestimate their own capabilities. Such skilled questioning by teachers deepens pupils' understanding and self-knowledge. The creative curriculum leads to pupils' enthusiasm for RE lessons with varied activities that stimulate their thinking. Their excellent attitude to learning enables them to master knowledge and skills in a supportive environment where all opinions are valued and respected. Emphasis on reflection enables children to acquire a mature understanding of and deep interest in spiritual experiences and concepts.

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

The spiritual leadership of the recently appointed headteacher, supported by the deputy, staff, directors of King Ina Academy and governors unites and drives the Christian distinctiveness of the school. Following some significant changes over the last three years, there was wide consultation agreeing the vision and values involving all the stakeholders. This provides a strong Christian foundation. The headteacher positively influences the lives of the pupils. Her belief that a nurturing approach results in 'achievement, aspiration and success' is evident in the day to day life of the school. The SLT, directors and governors know the school's strengths and address areas for improvement through regular review, evaluation and action planning. They have a clear understanding of pupil performance working hard to ensure 'all pupils succeed' setting expectations high. Their strategic direction and team approach adopted in all areas of school life builds capacity and security for the future of the academy. Strategic planning for leadership development is taken seriously. Skills, enthusiasms and aspirations of staff are recognised and opportunities provided for continuing professional development. This grows leadership potential in various ways. For example, the RE leader received diocesan training and also organised external training for the whole academy. Partnerships are an established strength of the school. Good relationships with parents, churches and the community are continually being fostered and extended, including regular coffee mornings. Parents appreciate being encouraged to be 'partners in their child's learning'. Information from termly pupil progress meetings, shared at parents' evenings and other discussions, help them understand how to support their children. There is also an active parent/teacher association and whole-hearted involvement in community events such as switching on Christmas lights and the 'Lantern Festival'. The SLT actively encourage community links. For example, two classes are involved in an inter-generational project with a local care home. There are mutually beneficial and close links with the local church and further links with other denominations in 'Churches Together' in Somerton. This fosters a strong sense of community with the children. The school is held in high regard by the community it serves. The developmental points from the previous inspection have been met. The school meets the statutory requirements for RE and collective worship.

SIAMS report May 2018 King Ina Juniors Church of England Academy Somerton TA11 7NL