

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

King Ina Church of England Academy

Vision

Let your light shine

Matthew 5: 14-16

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

King Ina Church of England Academy 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 demonstrate an unwavering commitment to the Christian vision at King Ina. It is placed at the heart of school development and underpins decision making. As a result, it shapes the school's character and daily practice.
- An intentionally shaped culture of compassion and support forms the foundation of relationships throughout the school. This promotes an ethos of respect and aspiration in which pupils and adults thrive.
- Collective worship is thoughtfully and effectively structured to enable inclusive participation, strong engagement and deep reflection. Consequently, pupils value acts of worship and spiritually flourish.
- The vision powerfully shapes both the curriculum and the wider school provision. It supports pupils' development as individuals and enables them to grow.
- Motivated by the vision and values, there is a rich culture of responsibility. This inspires pupils to act with respect and serve others with care and confidence.

Development Points

- Improve the consistency of religious education (RE) teaching and learning across the school. This is so that pupils receive high-quality RE provision in all classes and make impressive progress.
- Develop the understanding of spirituality for pupils and adults. This is to ensure deeper and more focused reflection, enabling richer spiritual growth.



Inspection Findings

Vision and Leadership

The wholehearted commitment demonstrated by leaders, including governors and directors, to living the vision enables pupils and adults to flourish. 'Let your light shine' is deeply embedded and drives school development. It shapes decisions at all levels. It has a significant impact on the school's approach to working with pupils who have special educational needs and disability (SEND). Staff remove barriers that individuals face, ensuring their light shines brightly. The informed and tailored inclusion strategy, rooted in the Christian vision, successfully enables pupils to thrive and flourish. The dedicated governors and directors effectively challenge and support leaders, making a positive difference. Through informal and more conventional evaluative work, they have secured improvements in collective worship. Furthermore, their involvement and engagement within the school enhances staff wellbeing. Values-focused leadership positively impacts the broader King Ina community. Families benefit from the compassionate 'meet and greet' policy. Each morning, staff members welcome pupils by name to foster a sense of belonging and community.

Vision and Curriculum

The school's vision and values influence the King Ina curriculum. Staff thoughtfully weave these principles throughout teaching and extra-curricular opportunities. Eye-catching displays around the school showcase examples of work from pupils who 'let their light shine' in subject areas. The school's reward systems embrace the vision and values and celebrate their wide-ranging achievements. High-profile and creative approaches motivate pupils, deepening their understanding and enriching the school culture. The strong wider curriculum offer is shaped by the vision. A range of clubs, visits and visitors enables pupils to explore interests, develop new skills and grow their talents. For example, carefully planned experiences provide crucial challenges that effectively promote the value of perseverance. Further personal growth takes place through opportunities for reflection. Staff are developing confidence with the agreed language and structure for spiritual development. They create planned moments during learning and value the deep conversations that follow. However, this is emerging and the chosen language is not used by pupils and adults with confidence and consistency.

Worship and Spirituality

The school's vision and values are central to collective worship. Pupils participate positively and enthusiastically through singing, reflecting and connecting with engaging themes. Their thoughtful contributions add depth, strengthening the impact of worship. The pupil ethos group has developed a secure structure called 'The King Ina Worship Pattern.' Consequently, effective opening and closing phrases reinforce the school vision and values. This ensures consistency and supports pupils to engage in discussion and reflection with confidence. Furthermore, leaders have developed an innovative, symbol and action-based version of Matthew 5:4-16 that promotes inclusivity. Parish partnerships further enhance worship. The imaginative and dramatic storytelling inspires pupils and helps them to develop their knowledge of Bible stories. This is illustrated by pupils explaining how the story of Jonah helps them understand the Christian value of trust. The inclusive culture enhances worship with staff supporting pupil involvement through a range of suitable adaptations. This reinforces the school's commitment to removing barriers. Encouraged by collective worship, pupils confidently champion the values and write spontaneous prayers. Staff value acts of worship and benefit from the thought-provoking content and time to reflect. As a result, collective worship enables spiritual growth.

Vision and School Culture

The school culture is successfully built on the vision. 'Let your light shine' inspires how pupils and adults treat each other. Leaders effectively model the school's values, creating a culture of trust that empowers staff and supports professional growth. In addition, they appreciate leaders' attentiveness to wellbeing, demonstrated through a range of thoughtful initiatives, including 'Hug in a Mug.' These compassionate actions motivate staff, building a caring, collaborative and reflective school community. As a result, they flourish and pupils thrive in



their time at school. They are happy, engage with their learning and treat each other well. Caring relationships permeate the school in acts of friendship, such as respectfully holding doors open for each other. This fosters a calm and supportive learning environment where pupils take an active part in school life. Led by the vision, staff demonstrate an unwavering dedication to inclusion. They provide tailored and flexible learning plans for pupils with SEND. They, alongside leaders, actively monitor, evaluate and develop provision so that pupils have an equal opportunity to flourish.

Vision, Justice and Responsibility

Care for others, rooted in the values of friendship, respect and compassion, drives the school's approach to responsibility. Pupils are kind, considerate and thoughtful, eager to make a difference for each other and those beyond the local community. Leaders intentionally seek out opportunities for them to develop their sense of contribution. The school offers a range of pupil leadership roles and activities. The King Ina Community Club is an impressive example that empowers them to be agents for good in their local area. Their acts of service include litter picking and gardening, both demonstrating conservation care. The curriculum provides opportunities for pupils to explore environmental issues. This is further enhanced by insightful themes in collective worship. Consequently, pupils reflect deeply and consider actions that make a difference to the world around them. Whilst pupils demonstrate an understanding of justice, this continues to develop.

Religious Education

RE is led in a thoughtful and innovative manner, meeting the expectations for RE in a Church school. Purposeful diocesan partnerships ensure leaders keep up-to-date with regional developments. New approaches to RE teaching are thoughtfully trialled and appraised before they are introduced more widely. Effective monitoring and evaluation further strengthens the subject. As a result, RE is a focus during staff development meetings to build confidence in those who teach the subject. The curriculum is well sequenced, builds knowledge and develops accurate vocabulary. Progress is enabled through thoughtful planning with detailed expectations of learning. The content of RE is balanced and covers a range of religions and worldviews. By carefully exploring diversity, pupils gain insight into the various ways people choose to live out their beliefs. Time is dedicated for them to reflect on deep questions, developing their knowledge and viewpoints. Therefore, pupils enjoy RE and value the opportunity to discover and learn about a range of faiths.

RE teaching is creative, innovative and inclusive. For example, pupils retell the Easter story whilst constructing a model resurrection garden. They value the use of discussion, story, drama and art. Teachers engage pupils through varied learning approaches. High-quality practice is evident. However, this is not consistent in all classes. Consequently, some pupils do not receive the strongest possible RE provision. Assessment is well developed and staff use this information to inform and extend learning. Pupils respond to feedback and are enthusiastic to deepen their understanding.

Information

Address	King Ina Church of England Academy, Northfield, Somerton, Somerset, TA11 6FQ		
Date	17 March 2026	URN	138541
Type of school	Primary Academy	No. of pupils	301
Diocese	Bath and Wells		
MAT	King Ina Church of England Academy		
MAT Chair	David Speed		
Headteacher	Susannah Svenson		
Chair of Governors	Linda Smallwood		
Inspector	Steve Cowdery		