

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ashton Keynes Church of England VC Primary School

Vision

‘Shine bright: reach for the stars.’

‘Enabling life in all its fullness. I came that you may have life, life in all its fullness.’ (John10:10)

Our vision is to enable all children to reach their full potential. To provide academic excellence and skills for life which prepare children for modern Britain. We will instil a love of learning in a happy, stimulating environment which inspires challenge, and independence; where children feel secure to take risks and learn from their rich experiences. Their journey through school will be underpinned by Christian values and inclusive of all. Our school will be a place that the whole community is proud of.

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

Strengths

- Aspirational leadership drives a well-embedded vision that weaves through all systems and policies. This extends to the whole community enabling pupils and adults to shine.
- Adults work unstintingly for the wellbeing and flourishing of others. Enthusiastic levels of teamwork result in skills and talents being harnessed so pupils experience success in personal and academic achievements.
- Collective worship is far-reaching in its nourishment of the school and village communities. It inspires pupils to act positively in their daily lives whilst promoting spiritual understanding and growth.
- An inspirationally planned curriculum includes courageous advocacy within each year. Consequently, pupils have a clear sense of equality and justice, knowing they can make changes in the world.
- An ambitious religious education (RE) curriculum motivates pupils to think deeply about and reflect upon a range of faiths and worldviews. Therefore, pupils are respectful of the views of others.

Development Point

- Widely share how a Christian vision, when used to drive all systems and actions, realises exceptional benefits. As a result, more school leaders will benefit from the outstanding practice.



Inspection Findings

A warm, welcoming atmosphere greets visitors to this special school. Compassionate leadership, motivated by a deeply embedded vision, invigorates staff, pupils, and parents. Consequently, relationships are beneficially strong, which nourishes, motivates and transforms the lives of pupils and families. Pupils fully understand their vision and how they can 'shine' from within' to flourish in their uniqueness. They relish 'shining' for others, such as the kindness afforded to younger pupils by introducing and running clubs. Therefore, school is fun and engaging. Leaders ensure the vision is at the heart of every decision and policy. This results in a united, nurturing community where pupils and adults flourish academically and personally. Leaders and governors monitor all areas of school rigorously to continually develop their journey as a Church school. Making brave decisions has made a significant impact on school expansion. Collaborating with the community to raise funds for a major building project is a testament to this.

Ashton Keynes' creative 'shine' curriculum, rooted in the vision, inspires a love of learning by pupils and adults. Developing each pupil's unique talents, is the curriculum focus. It enhances pupils spiritually, physically, emotionally, and academically. Time to reflect on learning and topics encourages strong spiritual awareness. Spirituality is the golden thread of the school, providing pupils with a powerful sense of who they are and their place in the world. Pupils, including those who have special educational needs and/or disabilities, are fully involved in all aspects of school life. Empowering trips, residential, sports and forest school activities nurture confidence building and wonder of the world. Consequently, pupils are accepted and encouraged for their uniqueness. Rigorous evaluation of each pupil's starting points and talents are then fostered. With constant referral to the vision, and personal challenge, pupils have high aspirations to achieve well. The school uses resources efficiently and compassionately, so activities are affordable and accessible. Parents appreciate this extension of care. Leaders know that the vision infused curriculum is transformational through the extensive praise they receive from parents. Awards and high achievements are a testament to this school's dedication to ensure flourishing is at the heart of school life.

Collective worship reinforces the vision and highlights its meaning in daily life. Consequently, pupils explain how the vision influences their beliefs about themselves shining and responsibilities to shine for others. The creative use of drama, puppets and music, provide engaging and fun opportunities for all to join in collective worship. Hence, pupils delight in learning from Bible stories. Reflective time includes 'star' challenges. One example is pupils sharing how they show trust in friends after listening to the story of the paralysed man. Contributions from leaders outside school, such as clergy, enhance worship. This results in diverse, uplifting and often spiritually nourishing gatherings. The school is a place where faith, learning and community are deeply intertwined. Pupil worship council members and leaders offer time for stillness, prayer and personal reflection. Class journals frequently cite these times as 'self-growth'. Joyful music and enthusiastic singing are a profound part of the school's worship. Adults and pupils experience a feeling of wonder and 'soaring from the soul'.

'Friendship, solidarity and love' is how staff at Ashton Keynes describe their vision in action. The school community care for and support each other, cementing a united and happy working atmosphere. A striking culture is created where staff are valued, and mental health a high priority. The headteacher is always available for staff, pupils, and families in times of celebration or need. Her unswerving commitment for everyone's 'life in all its fullness' significantly impacts on happiness and well-being in school. New visitors are welcomed with an explanation of the vision and are presented with a well-being bag. These actions come from the heart and are examples of the vision



being lived out. The vicar is the pastoral and well-being governor. Her regular check ins with staff, pupils, and families, make a positive difference to their lives. Resolute staff offer pupils with emotional or social needs, a 'cosy cabin' space to be themselves and talk. This enables pupils to feel safe and develop confidence. Furthermore, regularly visited prayer and reflection spaces in school provide calm places to re-set.

Pupils are encouraged by the vision words 'let your light shine before others, that they may see your good deeds'. They are empowered by the vision to make positive changes. One example is writing to members of parliament to highlight the fact that not everyone in the world has access to education. Pupils also have numerous opportunities for leadership roles including worship and school council or as a 'pupil expert' in class. These actions make a significant contribution to the exemplary and successful relationships in school. The bespoke courageous advocacy programme builds pupil knowledge about injustice and inequalities in the world. Pupils collaborate seeking out ways they can influence change, locally or nationally. Older pupils demonstrate an advanced understanding of making a real difference by using the term 'beyond the cake sale'. They orchestrate raising money for 'toilet twinning' schemes or for children in the world without access to clean water. Mutually beneficial community relationships are strong. Projects, such as litter picking or reducing plastic waste locally, demonstrate collaboration for environmental responsibility.

Reflectively led, RE is valued as a core subject. Well-resourced and sequentially planned, the curriculum enables pupils to connect new with prior learning. This builds knowledge and skills over time. It also facilitates a secure understanding of Christianity and a range of religions and worldviews. For example, learning about creation in Key Stage 1 leads to discussions about science and religion links in Key Stage 2. Key topic language is learnt through the 'focus five words'. Five words that are not usually in a pupil's vocabulary, for instance, Ner Tamid, a cupboard that faces towards Jerusalem in a synagogue. Pupils are, therefore, articulate in their explanation of a range of world faiths and beliefs. Effective relationships with the diocese and other church schools result in impactful professional development for RE teachers. Governors also work closely with staff to monitor and develop the RE curriculum. As a result of these close connections, pupils are offered a relevant and diverse curriculum. RE prepares them for life and respect is a natural consequence, thus realising the school's vision.

Information

Address	Gosditch Avenue, Ashton Keynes, Swindon, SN6 6NZ		
Date	4 December 2024	URN	126297
Type of school	Voluntary Controlled	No. of pupils	214
Diocese/District	Bristol		
MAT/Federation	N/A		
Headteacher	Samantha Saville		
Chair of Governors	Michele Collier-Bromelow		
Inspector	Carol Dougill		