

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kislingbury Church of England Primary School

Vision

To ensure every member of our school community flourishes academically, socially, emotionally and spiritually within a supportive Christian family through our shared Christian values, with an overarching sense of love.

‘Love is more important than anything else. It’s what ties everything completely together.’ Colossians 3:14

Kislingbury 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.

Strengths

- The school’s Christian vision is fully inclusive and communicated effectively to pupils, families and the wider community. Leaders display a strong sense of moral purpose, supported by the vision of the Peterborough Diocese Education Trust (PDET). The deliberate intention to prioritise learning and development beyond the academic enables the flourishing of the whole child.
- Collective worship is carefully planned and well-curated, providing a rich and meaningful daily experience for the whole school community. Leaders ensure there are regular opportunities for reflection, which support the spiritual flourishing of both adults and pupils.
- The welcoming and caring environment supports the wellbeing of adults, pupils and their families. As a result, the school is a trusted place of safety, support and nurture.
- The impressively wide range of opportunities, both in and beyond the curriculum, contribute significantly to pupils’ flourishing. The school’s membership of PDET, and its close relationship with two partner schools, make this possible.

Development Points

- Further embed the school’s shared understanding and language of spirituality, particularly in the curriculum and development of outside areas. This is to enhance pupils’ ability to express the impact of opportunities for stillness, stimulus and reflection on their spiritual growth.
- Extend the ways in which all pupils can develop their understanding of justice. This is to give them confidence, throughout their time in school, to try to make a difference to the lives of others.
- Balance the use of different academic approaches to learning in religious education (RE). This is to help deepen the impact of the curriculum on pupils’ understanding and knowledge of belief systems.



Inspection Findings

The Christian vision and values, based firmly on Bible teaching, are well established and clearly communicated across the school. The vision and values are regularly reviewed to ensure they meet people's needs in the context of a loving school family. The vision provides leaders, including governors, with a strong Christian foundation for teaching, learning and personal development. The work of the school is enhanced and greatly strengthened through its membership of the trust. Both PDET and the two partner schools share a similar vision and provide a wealth of practical and moral resources. Pupils have a good understanding of what is expected of them in terms of attitudes and behaviour. They demonstrate the values effectively across the school day and seek ways to support and help others. In this way, pupils are able to flourish in a safe, nurturing and encouraging environment. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are able to access the curriculum and wider opportunities. The provision of dedicated family support is effective in enabling pupils to flourish in their lives, both within and beyond the school. Staff thrive as a result of a vision that encompasses all members of the school community. Confident, compassionate leaders provide staff with an effective mix of support and challenge. Members of staff are provided with opportunities to develop professionally through high-quality training and trust-wide networks.

The broad and inclusive nature of the Christian vision informs the way in which leaders have developed the curriculum. Pupils with SEND are well-supported, learning alongside their peers with staff skilled in adapting resources and encouraging independence. The curriculum is carefully designed to engage pupils' interest and curiosity by focusing on discussion and questioning. They make connections in their learning across different subjects, deepening their understanding and retention. Some curriculum planning includes opportunities to 'dig deeper'. This ensures that time is given to pupils to reflect on their learning in ways that align with the school's Christian vision, fostering emotional and spiritual growth. However, this reflective approach is not fully developed in all subjects. Teachers benefit from support for curriculum development, in addition to monitoring and evaluation, by leaders from across the trust. This provides a common foundation on which the school can develop learning carefully tailored to the needs of pupils locally.

Leaders take great care to ensure that collective worship is relevant, accessible and meaningful to the whole school community. As a result, pupils and adults enjoy a rich variety of inspirational music, songs, stories and moments of spiritual nurture. These come from a diverse range of Christian traditions. The school has developed strong partnerships with the local church, as well as several other organisations. Pupils are therefore presented with biblical Christian belief and practice in a variety of ways. The 'Kisl Collective', involving pupils from across the school, plays an active and important role in worship. Their contribution helps to ensure that everyone is made to feel welcome and included. The school has a shared approach to spirituality, using the idea of connection to self, others, nature and 'God or greater'. This provides an effective structure for regular discussion and reflection. Pupils and adults are fully engaged in exploring questions and ideas that can help them in their own personal spiritual journeys. However, some opportunities for reflection and spiritual development in other parts of the school day are not fully realised.

Leaders, including those in PDET, place a high value on maintaining a welcoming, caring and nurturing culture across the school. Parents, pupils and staff feel that they are known and that leaders understand their needs and potential. This ensures that the school community works genuinely and effectively as a family. Those joining the school settle well and are quickly able to contribute. Dedicated time is provided for family support, giving pupils a



sense of safety and belonging. The trust plays a strong role in providing the context for this. Financial support, advice and professional networks allow staff to grow confidently in their roles. The central place given to the use of 'zones of regulation' has a far-reaching impact on behaviour and pupil wellbeing. Links between emotional self-awareness and pupils' spiritual growth help ensure a consistent approach that contributes significantly to wellbeing.

Pupils take on a wide range of roles across the school. Older pupils take great pride in supporting new starters which contributes to their successful welcome into the school family. The Eco Council worked successfully with the parish council to address the problem of traffic speed outside the school. Members of the 'Kisl Collective' support the worship life of the school actively encouraging meaningful pupil reflection. In these ways, some pupils begin to see themselves as having a voice and able to make a difference. The strong link, through one family, to a school in Uganda provides opportunities for pupils to gain different perspectives. Empathy is built through direct communication, and pupils recognise the tangible impact of their fundraising. However, these opportunities, both within and beyond the curriculum, are not consistently tailored to different pupil needs.

RE is highly valued as an academic subject by pupils, staff and leaders. Pupils share their knowledge with enthusiasm and demonstrate a strong level of religious literacy. The curriculum is carefully planned and enables pupils to develop a good understanding of Christianity and a range of religions and worldviews. Pupils explore important concepts through regular theme-based topics, helping them make connections in their learning. They are encouraged to share opinions and discuss issues in a safe, non-judgemental environment. Opportunities are given to pupils to respond to their learning in different ways. Poetry, art and role play provide a rich variety of perspectives that enhance pupils' understanding. This creative approach also supports pupils in the development of their own beliefs. The diverse and well-balanced curriculum includes opportunities for meaningful first-hand experiences, including visits to a local mosque and a Sikh temple. Staff are well supported through leadership, training and resources provided by the diocese and trust, working in close partnership.

Information

Address	High Street, Kislingbury, Northampton NN7 4AQ		
Date	23 June 2025	URN	145635
Type of school	Academy	No. of pupils	122
Diocese	Peterborough		
MAT	Peterborough Diocese Education Trust		
Headteacher	Sophie Wells / Rebecca Osborne (Executive Headteacher)		
Chair of Governors	Lucinda Smith		
Chair of Trust	Andrew Scarborough		
Inspector	Peter Barfoot		