

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Binfield Church of England VA Primary School

#### Vision

*'Building strong foundations, together, for everyone.'*

...to work together as a school community to build strong foundations needed for our children to become well-rounded, responsible global citizens and lifelong learners. We focus on the development of the 'whole person' and provide a safe, caring community, underpinned by Christian values in order to achieve this.

*Reference: Matthew 7:24-27; Luke 6: 46-49 "My words said Jesus are like that rock. And if you build your life on them, then you will stand firm too. Firm like the house on the rock."*

Binfield 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.

#### Strengths

- The carefully crafted vision is rooted in the life of the school and reflects the community that it serves. It inspires positive behaviour and shared responsibility. Leaders and governors steward the vision with clarity and commitment.
- School leaders have ensured that the school's Christian vision is deeply embedded, cultivating loving and respectful relationships across the community. As a result, pupils and adults consistently show dignity, kindness and mutual care.
- Inspired by the vision, the curriculum nurtures pupils as inquisitive learners who embrace questions confidently. Thoughtfully designed learning experiences, both planned and spontaneous, empower pupils to explore the world and develop their unique gifts.
- Religious education (RE) is expertly led and enables pupils to encounter Christianity as a rich, global and diverse faith. Through classroom learning, reflective spaces and strong links with local churches, pupils grow in their understanding of belief and practice.
- Collective worship is inclusive, purposeful and spiritually enriching. Rooted in the school's vision and values, these shared moments offer opportunities for stillness, reflection and connection. This contributes powerfully to the flourishing of both pupils and adults across the school.

#### Development Points

- Extend the RE curriculum to include non-religious worldviews. This is so that pupils develop a deeper understanding of the spectrum of belief, enriching their subject knowledge and spiritual growth.
- Embed the school's approach to spiritual development by planning opportunities for spiritual reflection and expression more widely throughout the curriculum.



## Inspection Findings

Binfield Church of England VA Primary School is a deeply inclusive and values-led community where the Christian vision underpins school life. The vision of 'building strong foundations, together, for everyone' shapes decisions and daily practice, enabling both pupils and adults to flourish. Leaders actively embed the vision through policies, planning and relationships, reflecting the values of community, inclusion, creativity and integrity. These values guide the way that staff teach, support pupils and work with families. Because the vision is clearly communicated and consistently lived out, the school community feels united and valued. Governors ensure that it remains central to strategic planning, seeing themselves as 'gatekeepers' of the vision. Leaders model respectful relationships, fostering a calm and welcoming atmosphere where people are treated with dignity. As a result, families trust the school to nurture their children's confidence, kindness and sense of self-worth.

Directed by the vision, leaders have designed the curriculum to be inclusive and to meet the needs of the 'whole person'. The school's focus on being a 'thinking school' helps pupils ask deep questions and respect different views. Leaders aim high for each individual, including those who have additional needs. When pupils face challenges, staff provide the right support to help them feel confident and participate. Pupils enjoy learning because they feel encouraged and supported. Adults also benefit from the school's reflective approach. Regular professional development, a shared language of spirituality and strong support allow staff to grow in confidence and wellbeing. Through residential trips, outdoor learning and enrichment, pupils develop as well-rounded individuals. For example, the youngest children explored nature with binoculars, linking this to care for the earth. Pupils are equipped to consider big ideas, including wonder and beauty, connecting them to spirituality. Pupils are encouraged to notice moments that spark awe and wonder, which supports reflection. While moments of connection occur, planned opportunities to intentionally develop this are not embedded across the curriculum. As a result, pupils have fewer chances to recognise and explore their spiritual growth.

Collective worship is a central way that the school lives out its vision, supporting the spiritual flourishing of the whole community. Leaders carefully plan worship to be welcoming and inclusive. They create regular times of reflection that provide calm and peace during busy school days. These moments help pupils and adults pause and reflect on Jesus' teachings. Worship takes place in quiet spaces at school and through visits to the local church. This strengthens links with the wider faith community and nourishes spirituality. Pupils are encouraged to think about how Christian values relate to their lives and choices. This supports their spiritual growth and sense of belonging. Adults from different faith backgrounds find worship meaningful. They describe it as a time for rest and spiritual renewal.

As a result of the vision and associated values, the school's commitment to building a culture of care is clear. Highly effective leadership ensures that inclusive relationships are central. As a result, pupils and families feel safe and valued. Leaders support staff wellbeing through regular check-ins and chances for rest and development. The recently redeveloped staff facilities demonstrate care for adults' wellbeing. As a result, staff feel ready to support pupils well. Adults provide guidance and support for pupils and families during difficult times, showing care beyond the school day. This helps pupils and families to feel loved and supported. The school celebrates diversity by inviting pupils to share their home languages at events like the Christmas service. Strong partnerships between staff and families help pupils feel secure and ready to learn. Parents trust adults and feel listened to, enabling individual needs to be met. Staff work closely to meet each pupil's needs. This support helps vulnerable pupils grow in confidence, kindness and resilience. For example, calm spaces are used well to help pupils learn to manage their



feelings and behaviour. Thus, through tailored adult support, pupils are able to build trusting and caring relationships with each other.

Pupils are inspired by the Christian vision to take responsibility and make a positive difference. The school's Christian values inspire pupils to act with care and seek fairness. Pupils lead projects that help others, such as food bank collections and charitable support for community projects abroad. In taking on roles, such as buddies to younger children, pupils develop their sense of responsibility. They are rightly proud of their positive contribution to school life. This reinforces the culture of care and community, enabling pupils new to the school to feel known and valued. This approach fosters enhanced confidence and a stronger sense of belonging among pupils. Caring for the local environment is understood as an important responsibility, with even the youngest pupils learning to protect nature. Staff listen to pupils' ideas and help make them happen. For example, to increase biodiversity, older pupils were supported in their wish to plant more flowers in the school grounds. Through actions like these, pupils understand what it means to live compassionately and take responsibility.

Diocesan support and strong subject leadership have been key to the effective development of the curriculum in RE. New tools, like topic summaries, help pupils connect learning and make progress. Pupils think carefully about big questions. For example, older pupils discuss ideas about eternity. They reflect on art from around the world to explore important events in Jesus' life. Pupils enjoy learning about religious ideas and confidently ask questions. They listen to different opinions and respect each other, which helps them get along well. Through working closely with the diocese, updated resources help pupils to connect ideas across religions. For example, pictures from Judaism prompt reflection on links with Bible stories. Visits from speakers make learning memorable and provide space for dialogue and questions. Adults are equally reflective, considering gaps in their knowledge, which leaders address promptly through providing additional resources and training. Because of this, staff feel confident in teaching and supporting RE lessons. As a result, pupils develop secure knowledge about the religions that they study. However, the RE curriculum does not give attention to non-religious worldviews. This limits pupils' ability to fully understand and respond to the changing world of beliefs.

Teaching in RE is dynamic and reflective, building pupils' confidence and skills across the curriculum. Teachers use a mix of approaches, including group discussions and thoughtful questions, to help pupils reflect. For example, after learning about the principles of living a Buddhist life, pupils discussed which careers best show kindness and service. Older pupils consider the links between striving to follow God and teachings about life after death in Islam. Younger pupils grapple with the importance of prophets in the Bible in helping people to live well. Teachers check learning regularly to ensure that pupils are making progress. Feedback given verbally during lessons helps pupils reflect and improve their work. Assessment is frequent and robust, with leaders and governors reviewing it closely. This assessment helps teachers to plan to meet the range of needs in their classes. Because of this, pupils learn well and make sustained progress in RE across the school.

## Information

Address	Benetfeld Road, Binfield, Bracknell, Berkshire, RG42 4EW		
Date	25 June 2025	URN	109999
Type of school	Voluntary Aided	No. of pupils	422
Diocese	Oxford		
Headteacher	Suzie Featherstone-Wright		
Chair of Governors	Roger Prew		
Inspector	Mary Sweeney		