

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

### Enborne Church of England Primary School

#### Vision

‘The children come first’.

At Enborne CE Primary School we believe every child is a gift from God and as such they will be central to every decision made in school. We will ensure that every pupil acquires the knowledge, skills and understanding to enable them to achieve to the best of their ability, identify and pursue their own interests and make positive contributions to their own lives and those of others.

‘I have come that they may have life and live it to the full’.

John 10: 10

Enborne 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 guides decisions taken by leaders. This is seen in many ways that positively affect the daily experiences of adults and pupils, enabling them to flourish.
- The school’s vision shapes the taught curriculum and enrichment opportunities. The knowledge gained, and a wealth of experiences, enable flourishing academically and personally.
- Collective worship supports adults and pupils to reflect on themselves and what nourishes them. This encourages individuals in their spiritual development.
- Care, wellbeing and being inclusive is at the heart of this Church school. Pupils and adults are fully embraced as individuals and are valued.
- Leaders effectively ensure a carefully planned and sequenced religious education (RE) curriculum that provides diverse learning opportunities. This successfully builds pupils’ knowledge of a range of religions.

#### Development Points

- Ensure pupils have opportunities to build their confidence in articulating their spiritual feelings. This is so pupils’ understanding of spirituality continues to strengthen.



## Inspection Findings

The vision inspires an aspirational approach by staff to their work and in pupils towards their learning and development. This helps them to flourish because pupils and staff develop the key knowledge and skills to be successful. Leaders' decisions reflect their commitment to the vision and the school's priorities for improvement. As a result, pupils and adults have a breadth of experiences that support them to aim high and to do well. For example, pupils from every class participate in a whole school play, performed at a local theatre. Leaders, together with staff know pupils well. The staff team use this understanding to ensure that the provision for pupils' academic, personal, and spiritual development is effective. Pupils embrace learning opportunities, and the times planned specifically for their personal growth. Therefore, when learning about healthy relationships they grasp how to maintain friendships. Governors actively contribute to living out the vision through their effective and strategic decisions. They maintain close ties with the local and wider community. For example, governors meet with the local community at a range of forums and meetings to strengthen the school's relationship with people in the local area.

The curriculum and broad enrichment offer are shaped by the vision. These combine to support pupils to 'live life to the full.' Carefully chosen texts provoke meaningful discussions which develop knowledge and confidence in the expression of opinion and an awareness of including everyone. A strong partnership with the diocese and the local church enhances pupils' spiritual development. This is because they work together to ensure planned opportunities for spiritual reflection. Extra-curricular activities, such as drama, enable pupils to develop socially and emotionally. This helps prepare them for the next stage of their learning and lives in the future. Training equips staff to adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). This ensures that pupils have a full and rich time in school.

Collective worship supports pupils and adults in their spiritual growth effectively. Opportunities, such as prayer, guides pupils and adults to reflect on themselves, their relationship with God and the school's values. These values including love and trust, support pupils to act thoughtfully. Pupils and adults in the school understand how the values are based on Christian teaching. For example, pupils refer to integrity accurately and prompt people to show it. This helps the school community to develop spiritually and encourages pupils to make good choices in school and beyond. Pupils grow spiritually through reflecting on the impact that their choices have had on others. Worship supports pupils to understand their place in the world and that they are 'a gift from God.' However, pupils do not always have a strong enough understanding to articulate their perception of spirituality. Leaders ensure that the school community feels welcome and comfortable in worship. Pupils and adults are gently challenged by key questions such as, 'What would you do if you were Abraham?' As a result, pupils and adults are supported in their individual spiritual journeys. The vicar aids the school. This adds diverse Christian tradition to the experience of worship. Reflection areas in classrooms prompt pupils meaningfully to contemplate themes and questions beyond the planned times of collective worship.

The school places a strong emphasis on pupils making positive contributions to their own lives and those of others. This helps to create a place where pupils and adults treat one another kindly. In this way, the vision is a living reality in school where warmth pervades throughout. Relationships are exceptionally strong. Staff work hard and very effectively in establishing, maintaining and developing their rapport with pupils. In lessons and informal times such as breaktimes, pupils demonstrate kindness through their interactions with their peers and staff. For example, older pupils relish opportunities to look after younger pupils. They understand that people have individual needs and are sensitive to this. The relationships in the school create a culture of inclusion, enabling pupils and adults to feel



valued, confident, and secure. Governors strike an appropriate balance between holding school leaders to account whilst also ensuring staff wellbeing is prioritised.

Staff prioritise equity so pupils understand that the meaning of justice includes fairness and integrity. Through their life skills lessons, pupils are taught how to recognise how things go wrong and how to put them right. For example, helping each other to live out the vision through patience and understanding. Pupils learn about parliament and democracy, having a voice and making ethical choices. This leads to pupils taking action such as supporting charitable organisations, for example those that help abandoned animals. Through school leadership opportunities, pupils learn about being a responsible citizen. They demonstrate this quality during social times where older pupils support younger ones. They leave Enborne knowing how they can impact positively on the lives of others.

RE is given high priority by leaders and is valued by adults and pupils. They ensure that the school's curriculum reflects local guidance. It is well-sequenced and planned to build pupils' knowledge steadily. Leaders access training to ensure that they have a good understanding of best practice and share this with staff. Leaders monitor the impact of the RE curriculum diligently and precisely. Therefore, this provides a clear picture of what pupils know, the quality of the teaching and that pupils progress well. Resources are incorporated well at appropriate times in the curriculum to secure pupils' understanding of religions and worldviews effectively. For example, in the teaching of Judaism pupils see and hold objects such as a Mezuzah scroll and a Seder plate. The RE curriculum inspires pupils to respect and understand other people by gaining deep insights into their beliefs.

The teaching of RE is effective and as a result, pupils learn well. This is because of access to high-quality training to enable lessons to be taught to engage and motivate pupils. Staff make use of resources such as special religious books to make lessons interesting. Pupils also learn from key questions which provide profound opportunities for discussion and debate. Consequently, pupils benefit from a good balance between acquiring knowledge and forming personal perspectives. Teachers make effective use of specialist visitors and local members of faith groups as they teach the curriculum. This helps to support pupils' understanding of religion and the impact faith has on people's lives.

## Information

Address	Vanners Lane, Enborne, Newbury, RG20 0JU		
Date	20 March 2025	URN	109963
Type of school	Voluntary aided	No. of pupils	82
Diocese	Oxford		
Headteacher	Tristan Whiteman		
Chair of Governors	Alan Powell		
Inspector	Richard Blackmore		