

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lambourn Church of England Primary School

Vision

‘Let your light shine’

As a school community we take inspiration from the candle that we light at the start of every collective worship. We also think about how the school is a beacon of light within the community and that through great education and guidance we are lighting the pathway in life and the light of God’s love.

Lambourn 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.

Notable Strengths

- The Christian vision is embraced by the school community and deeply embedded in their daily lives. This enables pupils and adults to flourish.
- Shaped by the vision, the curriculum develops the whole child. Particular care is given to nurturing pupils’ personal qualities.
- Collective worship is a joyful and engaging time of the day. It is one of many opportunities expertly planned and delivered for pupils and adults to grow spiritually.
- Leaders, using the school’s values meaningfully, inspire a culture of love and care. This develops a strong sense of belonging.
- Pupils actively address issues of injustice that matter to them, particularly in relation to the local environment and community. This develops a strong sense of moral purpose and responsibility.

Development Points

- Enhance the religious education (RE) curriculum so that pupils acquire a secure knowledge of previous learning. This is in order that the curriculum enables pupils to gain a deeper understanding of RE.



Inspection Findings

Vision and Leadership

The school's Christian vision, rooted in the Gospel according to Matthew, is evident in the different aspects of the school's daily life. This underpins pupils and adults' ability to flourish. They are challenged and supported to look far and look high in what they can achieve. The opportunities to learn and grow are rooted in a deep understanding of the local community and the school's context. Leaders help people to recognise how showing the school's Christian values of love, integrity, grit, hope and trust is important. This enables them to be shining lights, with others seeing and benefiting from their good deeds. The vision expresses a commitment to people having purpose and identity, revealing the good that God has placed within them. This includes how showing 'grit' at difficult times helps people to be resilient. There is a strong and shared focus on the vision and the values. Consequently, the values are actively lived out across the school by pupils and adults alike. Leaders show integrity when making decisions, illustrating their dedication to creating a culture of warmth blended with high aspiration. In this nurturing environment, pupils thrive and staff feel a deep sense of fulfilment in their work. Leaders, including governors, carefully monitor and evaluate the vision's impact on pupils and staff. Pupils are well supported, which enriches their experiences further. The vision provides firm direction for the school and reinforces its identity as a thriving, vibrant and distinctive Church school.

Vision and Curriculum

The vision shapes the rich and ambitious curriculum effectively. For example, to ensure a 'great education' in the early years there is a strong and effective emphasis on learning through real experiences. Personal growth lies at the centre of the curriculum. Character and moral development enable pupils to flourish as young people. They develop high levels of confidence and self-motivation in what they do and experience at school. This focus contributes directly to achievement in their learning and personal development. Pupils engage enthusiastically in a wide range of extra-curricular and first-hand experiences. For example, they value their time at art club and looking after Emma, the school hen. These opportunities expand their horizons, nurture individual talents and hone their understanding of responsibility. The impact is evident in how pupils talk about tackling something that is difficult and maybe new to them. The school's values are clear in the curriculum design and are woven through lessons and broader opportunities. For example, through the history curriculum, pupils understand love more deeply by expanding their empathy for people in the past. Spiritual experiences arise naturally and through planned times in learning. This means that pupils' spiritual growth is extended and they learn that spirituality is not limited to set moments. Staff share a clear ambition for every pupil to be aspirational. This is demonstrated in individual successes, including those pupils who have additional needs.

Worship and Spirituality

Collective worship is a unifying experience for the school community and is welcoming and accessible. It provides a shared but simultaneously personal moment for individuals to pause and connect with God. Worship responds to school, local and global issues, inviting thoughtful prayer and reflection. The local church and vicar enrich the worshipping life of the school's community significantly. Local clergy support the planning and delivery of worship skilfully. This develops pupils and adults' strong understanding of spirituality and the church calendar. Pupils benefit from this space in the school day to explore their thinking and consider different perspectives. Worship inspires pupils and adults to reflect on their own uniqueness. It also encourages them to consider the impact and influence that they and others can have on the world. Staff value the time for collective worship. They say that taking time to be and reflect together is an important, powerful and moving moment for them.

Vision and School Culture

There is a deep-rooted sense of community at the school. This is because relationships are grounded in the known and shared value of Christian love. People treat one another with exceptional warmth. Pupils feel well cared for. Adults who work in the school appreciate the way that they are supported by leaders, both



professionally and personally. For example, staff make effective use of time to attend wellbeing sessions. The result is a thriving school where people are included and known, their work being valued and welcomed. Adults model the behaviours they wish to see in pupils. The result of which can be seen in how positively pupils treat one another and staff. Leaders recognise and celebrate when people, including adults, have been successful. Together with the staff team, leaders particularly focus on the wellbeing of those who are vulnerable. This helps pupils to develop the knowledge and personal skills they need to overcome barriers that they may face. This extends to parents and carers who are encouraged and uplifted by the practical support and kindness they themselves experience.

Vision, Justice and Responsibility

The Christian vision guides leaders to embed a strong culture of taking responsibility for oneself and others. Pupils take action through being 'peer mediators', supporting other pupils by helping to make playtimes happy and purposeful. The curriculum encourages pupils to explore responsibility further. This includes how to play a part in caring for the environment and making ethical choices. The school is active in giving practical as well as emotional support, for example by providing food parcels. Pupils learn about people who have stood up to injustice or where people have been marginalised. They take a strong and reflective stance on how they can respond to unfair situations in school, but also beyond. Consequently, pupils act with determination on issues that impact on themselves and the wider community. For example, they are keen to support the environment. Hence, they planted saplings in the village to increase the number of trees.

Religious Education

RE is led well with a clear vision and direction for the subject. Leaders ensure that it is well resourced and valued across the school. The curriculum pinpoints the knowledge that pupils should learn. It provides a strong balance between the teaching of Christianity and a range of religions and worldviews. However, on occasions the curriculum lacks the opportunities required to secure pupils' previous knowledge. This limits the depth of understanding in the subject. Leaders monitor the progress pupils make and uses this assessment to inform improvements. Pupils speak about Christianity in considerable depth, understanding the life and teachings of Jesus. They also demonstrate respect for a variety of beliefs and worldviews. RE is valued as a core subject and is given protected time within the timetable.

Information

Address	Edward's Hill, Lambourn, Berkshire, RG17 7LJ		
Date	20 November 2025	URN	146307
Type of school	Academy	No. of pupils	127
Diocese	Oxford		
MAT	Excalibur Academies Trust		
MAT Chair	Toby Watson		
Headteacher	Maria Cupit		
Chair of Governors	Ruth Honey		
Inspector	Richard Blackmore		