

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stockcross Church of England School

Vision

We are all respectful, loving and responsible individuals who will try our best together through challenge and perseverance.

‘This is my commandment, that you love one another as I have loved you.’ John 15:12

Stockcross Church of England 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 Christian vision is central to strategic development and everyday interactions in this community. Engagement across the school to refine the vision ensures that it is understood and relevant. Adults and pupils show commitment to the foundation values of love, respect, challenge and perseverance.
- Collective worship is highly valued by pupils and adults. Its different formats offer opportunities for communal inspiration alongside personal reflection. Adults and pupils flourish spiritually as a result.
- The curriculum is crafted carefully to extend pupils’ understanding of the world beyond their local community. Plentiful extra-curricular activities and visits enrich pupils’ learning and deepen personal and spiritual development.
- The school’s vision and values underpin a strong culture of encouragement, enabling pupils to thrive. Vulnerable pupils and those who have special educational needs and/or disabilities (SEND) flourish because they are supported well.
- True to the vision, this is a school where adults and pupils are shown and offer love. As a result, pupils’ behaviour is friendly and kind. Love, warmth and respect characterise relationships across the school.

Development Points

- Strengthen the religious education (RE) curriculum. This is so that pupils gain more knowledge and a deeper understanding of a greater range of faiths and perspectives over time.
- Sharpen leaders’ focus on monitoring, so that it is more evaluative of Stockcross as a Church School. This is to clarify the impact of the vision on pupils and adults.
- Extend opportunities for pupils to learn about justice and responsibility beyond the curriculum and assemblies. This is to empower them to understand justice, and how they can bring about change.



Inspection Findings

Committed leaders ensure that the deeply rooted Christian vision underpins both strategy and everyday interactions in this loving community. The Kite Primary Federation brings together two small Church schools, collaboratively intertwined like the vines and branches of John's gospel. This metaphor illuminates the vision's message of loving one another in the context of Jesus talking to his disciples. Extensive discussion among governors, staff and pupils, alongside consultation with parents, cements a shared, meaningful commitment to the vision. For example, rules have been replaced by expectations based on the foundation values of love, respect, challenge and perseverance. Pupils are rewarded by demonstrating these throughout the week. This impacts positively on their behaviour and effort. The vision and values are proudly displayed around school, which reinforces their importance to the community. Governors, who work across the federation as well as at Stockcross, know their school very well. They consider the vision at each of their meetings, and procedures for monitoring its impact are built into policy. However, evaluation of Stockcross as a Church School is not deeply embedded.

Carefully planned topics and a rich selection of literature expand pupils' horizons and understanding of the world. Stories of the Windrush generation prompt discussion about diversity in society and treating people with love and respect. As a result, pupils gain an appreciation of social, environmental and political issues in ways appropriate for their age. Learning about rivers in geography links readily to a visit to the Kennet, a rare chalk stream nearby. Through their investigations, pupils engage personally in considering environmental impact. This cultivates their appreciation of the importance of creation and care for God's earth. Such activities evoke spiritual feelings of wonder. Pupils are encouraged to identify spontaneous responses of awe or joy and to record these in a class 'wow book'. Plentiful extra-curricular activities and visits further enrich learning, as well as personal and spiritual development.

Collective worship is an important feature of the school day and is highly valued by the community. It is based clearly on the school's Christian vision and values. It encourages all to consider how they can live well together. Known as assembly, worship provides a still, calm space for personal and spiritual reflection. Thoughtful planning secures its firm roots in scripture and the teachings of Jesus. Lighting candles, along with opening and closing in prayer, reflect Christian practices. Adults and pupils can join in with these or take time for personal reflection. Whole school assembly provides opportunity for communal inspiration and discussion of school and world issues in a biblical context. Pupils also appreciate class-based worship, exploring spiritual ideas in smaller groups. The close relationship with the parish church enhances worship greatly. Clergy lead assemblies weekly, strengthening pupils' understanding of the church calendar, Christian values and customs. Pupils enjoy this, particularly the Bible stories. They are encouraged to reflect and share their own responses, which nurtures their personal spiritual development. Services are held in the church throughout the year, and are largely led by pupils, strengthening their understanding of Anglican traditions. These services offer a spiritual space for families, alongside being treasured social occasions for the community. Some explore their spiritual growth further through a club led by local Christian volunteers. This deepens their spirituality through exploring 'stilling', 'noticing' and 'dwelling', and understanding how this helps them. One said, for example, 'it helps me feel calm.... I feel God there.'

People are treated well in this small school, where mixed age friendships are the norm. Newcomers are welcomed warmly. Pupils refer to the vision and values freely and confidently explain how they draw upon them daily. For example, they persevere with their work and are keen to perform acts of kindness. Staff similarly describe the bonds of mutual support they feel. They value being involved in revising the vision, and recognise its positive



impact on their working relationships. Leaders nurture adults professionally through opportunities afforded by the federation, fostering aspiration alongside belonging. The commitment to 'love one another', together with values of respect and perseverance, underpin leaders' determination to include all pupils. Where additional support is needed, it is recognised and provided swiftly. Where families are vulnerable, help is offered generously and discreetly. Treating difference with respect and dignity is a deeply held and practised value. Pupils demonstrate love and tolerance for one another, embracing the fact that some friends may behave differently or receive more help. Consequently, vulnerable pupils and those who have SEND flourish, both in their learning and socially.

The vision and its related foundation values guide pupils' personal and social development. They engage with various leadership roles, taking responsibility across the whole school, as well as in their classes. Wide-ranging charitable activities enable them to demonstrate love for others. Fundraising for good causes requires perseverance. They are encouraged to reflect on respecting difference, for example during anti-bullying week. This provides a focus on issues of fairness, impacting strongly on their views. Some challenging questions relating to justice and responsibility in the curriculum are evaluated through a Christian lens in assemblies. For example, environmental questions are considered as care for God's creation. This inspired a pupil-led assembly on the effects of global warming on endangered animals, which had a powerful impact on others. However, most initiatives are currently led by adults. Opportunities for pupils to engage meaningfully and independently with issues of justice are at an early stage of development. As a result, they do not necessarily connect making ethical choices with their individual ability to bring about change. Leaders recognise that there is more to do in empowering pupils to work for justice through personal responsibility and action.

The RE subject leaders collaborate effectively across the federation and are supported well. The curriculum has appropriate coverage of a range of world religions and worldviews however it is not detailed. RE planning for each class, supplemented by a published scheme, expands guidance to teachers. While a range of world religions are included, pupils' substantive knowledge of them is less developed. The diocese's current work on curriculum development is welcome, and RE leaders gain professionally by being involved in this.

Teachers make lessons interesting. There is a strong emphasis on discussion, educating pupils to explore religious, social, or philosophical ideas. For example, Year 6 debate the significance of truth from a range of perspectives. This helps them to embed their learning and develop their personal worldviews. Meaningful experiences in RE add context and authenticity. For example, handling genuine artefacts helps pupils think about what they mean to people of faith. Visits to a nearby mosque and the parish church similarly bring learning to life. Pupils are assessed through their responses to key questions about the unit of work completed. For younger pupils, and those who have SEND, learning is assessed through conversations. Their progress is recorded visually using photographs and large class books. As a result of good teaching and these clear assessment practices, pupils make good progress. They enjoy learning about a wide range of religions and speak of its importance in their lives. They recognise that their growing knowledge and understanding helps them to develop as responsible, respectful members of society.

Information

Address	Chapel Road, Stockcross, Newbury, Berkshire RG20 8LD		
Date	16 June 2025	URN	110017
Type of school	Voluntary Aided	No. of pupils	86
Diocese	Oxford		
MAT/Federation	The Kite Federation		
Headteacher	Joanna Lagares		
Chair of Governors	Karen Smith		
Inspector	Rachel A Jones		