

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kingsholm Church of England Primary School and Nursery

Vision

Kingsholm embodies this vision with its truly inclusive culture. As a school we are proud of the diversity that exists and celebrate this in all that we do. The inclusive nature of our school sits at the heart of decision making, planning and the delivery of our curriculum and wider opportunities.

Our vision is grounded in the biblical passage Luke 10.25-27 and we strive to ensure the message of 'Everyone Matters' throughout all that we do.

Kingsholm 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 deeply rooted Christian vision is at the heart of this welcoming and richly diverse school community. People are nurtured through a culture of love, compassion and hope.
- Leaders craft an inclusive curriculum, providing pupils with opportunities to consider self, relationships and community. Reflecting the vision, expertly managed tailored support cares for vulnerable pupils, enabling them to flourish.
- Strong partnerships with local clergy and the diocese enrich the reflective and joyful worship life of the school. Pupils and adults develop spiritually because worship deepens their understanding of the vision and values.
- Leaders ensure that the ambitious curriculum for religious education (RE) is prioritised and celebrated. Planning is carefully sequenced to present pupils with a breadth of religions and worldviews.

Development Points

- Strengthen the use of a shared language to describe spiritual experiences within worship and the curriculum. This is to enrich conversations and deepen spiritual flourishing for pupils and adults.
- Extend opportunities for pupils to challenge injustice. This is so that they can live out their school values and recognise how they can be agents of change.
- Sharpen pupils' understanding of how to study diverse faiths and worldviews within the RE curriculum. This is to enable them to make confident connections and deepen their thinking.



Inspection Findings

Vision and Leadership

Governors and leaders work successfully to uphold a deeply rooted vision that serves this richly diverse community. People are highly valued for their uniqueness which enables them to flourish within a culture of equality and hope. Leaders effectively evaluate the impact of the vision to ensure that provision meets people's needs, enabling them to grow. Despite a challenging journey in recent times, staff are determined to maintain a welcoming, inclusive and happy culture. There is a strong sense of belonging within the school community. This is further enriched by the partnership with the local church of St Catherine. Recent collaborative artwork interpreting the vision reflects a powerful shared understanding of Luke's gospel passage. Adults utilise resources wisely to enable pupils to achieve their best. This can be witnessed in their decision to provide older pupils with a personal learning tablet. The beautiful grounds are used to good effect. Pupils thrive in the outdoor spaces because adults cherish the benefits these environments bring. Equally, the staff team succeed because leaders are genuinely committed to their wellbeing and personal development. Prompted by the vision, staff build positive relationships with families, which are appreciated. For instance, transition points are seamless. The strong pastoral care is a real strength of the school.

Vision and Curriculum

Leaders creatively weave the vision and values through the organisation of learning, known as the 'hive curriculum.' As a result, approaches are consistently dynamic and ambitious. Adults know the needs of pupils well, so activities are effectively and imaginatively planned. For instance, some pupils thrive in the 'forest classroom' where they develop life skills and experience joy outdoors. The staff team takes inspiration from the story of the good Samaritan. They promote key themes such as community, choices, relationships, bodies and futures. These underpin the curriculum, foster a sense of wonder in the world and promote positive relationships. Pupils are supported to be curious, hopeful and to grow spiritually through enriching tasks. Although conversations about spiritual development take place, the language to describe 'ow, wow and now' moments is not embedded. This means that pupils and staff cannot consistently have deeper interactions when situations arise. Pupils recognise the importance of learning and appreciate that adults are there to help them. Leaders' strategic and effective planning embodies Kingsholm's 'inclusive culture'. Skilled staff provide carefully tailored support enabling the most vulnerable to learn at their own pace. Additionally, activities extend life experiences for pupils. For example, Year 6 attending a residential on a farm learn to be responsible for the care of animals.

Worship and Spirituality

Daily worship provides important and enjoyable moments to grow spiritually. Planning effectively prompts opportunities to dwell upon the meaning of the vision and termly values. Pupils thoughtfully reflect upon how these influence their actions and attitudes. Well-chosen, creatively presented stories engage pupils, extending their knowledge of the Bible. For instance, the story of the widow's offering reinforces true generosity and integrity. Representatives from local churches enhance the worship and prayer life of the school. The church's commissioning of a school song celebrates the themes of kindness, belonging and God's love. Clergy, supported by local volunteers lead enjoyable retelling of biblical stories. These are memorable and thought provoking for adults and pupils alike. Special services in church are cherished by the school and the wider community, fostering togetherness. In contrast to the quiet moments for reflection or prayer, singing is animated and enthusiastic. It prompts irresistible emotional responses, such as dancing, supporting spiritual experiences for adults and pupils. Worship celebrates the cultural diversity within the community. Pupils with special educational needs and/or disabilities (SEND) flourish spiritually due to the sensitive way in which they are included. Class reflection spaces offer pupils valuable opportunities to compose prayers or consider termly values. This allows



them to share personal thoughts with their peers. The pupils' termly artistic interpretations of integrity and other values deepen their understanding of how these can be lived out.

Vision and School Culture

Leaders work tirelessly to maintain a culture built upon the vision that 'everyone matters.' Working with governors, they implement strategic policies which safeguard the wellbeing of pupils and adults. Consequently, there is a committed, shared purpose to serve one another. Relationships are secure because they are rooted in love. Leaders provide weekly opportunities for people to be recognised for living out the vision. This celebration and appreciation strengthens bonds within the community. Adults are highly responsive to the needs of pupils and adjust provision accordingly. Through their offer of open or discrete support, the inclusion team builds strong and valued relationships with families. Pupils are consistently guided by the school's behaviour code or the '3Bs' to be respectful, kind and to do their best. This helps them to live out the school's values and to treat each other well.

Vision, Justice and Responsibility

Pupils demonstrate an awareness of justice, linking this to fairness and their responsibility to each other. They clearly benefit from regular discussion prompted by effective resources used to highlight world issues or natural disasters. Leaders provide times for pupils to consider their wider impact on the environment. For example, the newly established eco club is championing recycling. Working with adults, the pupil parliament enthusiastically highlights charities as a focus for fundraising. Pupils benefit from engaging with representatives from organisations to deepen their understanding of how their donations can make a difference. Despite this, the range of opportunities for pupils to consider issues of injustice is more limited. Therefore, their understanding of how they can be agents of change by making ethical choices is underdeveloped.

Religious Education

Knowledgeable leaders ensure that RE is ambitious, broad and well-balanced. Pupils benefit because engaging topics foster curiosity about a variety of religious and non-religious worldviews. Effective training from the diocese strengthens teachers' confidence when planning. However, the curriculum does not include opportunities for pupils to develop different types of knowledge. Teachers successfully ensure that activities are memorable because they are creative and exciting. Consequently, pupils enjoy their learning. For instance, a visit to the local church provides a deeper understanding of Easter. Adults skillfully celebrate their culturally diverse community, inviting parents to share their lived experiences. Due to this respectful culture, pupils feel confident in communicating their own views with each other. Inspired by the vision, leaders ensure that learning is organised to meet the needs of vulnerable pupils. For example, effectively promoting the use of essential vocabulary within lessons.

Information

Address	Guinea Street, Kingsholm, Gloucester GL1 3BN		
Date	09 July 2026	URN	115607
Type of school	Voluntary controlled	No. of pupils	613 68 Nursery
Diocese	Gloucester		
Headteacher	Tony Larner		
Chair of Governors	Sophie Kingscote		
Inspector	Helen Crolla		