

Ongoing SIAMS Self-Evaluation Template

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector.
 1. This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
 2. Self-evaluation templates are available on the SIAMS pages of [The Church of England website](#).



School's Theologically Rooted Christian Vision:



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)
Wisdom – Hope – Service – Resilience

Kingfisher CE Academy is rooted in Christian authenticity, guiding every decision we make. We provide high-quality education within a Christian context, offering broad and rich experiences that nurture values and character. Our aim is to prepare children to flourish as happy, successful adults who confidently contribute to the world and positively impact others. Here, children and adults learn and grow together in faith and understanding, fostering belonging, love, and purpose. Kingfisher CE Academy is a place where every child can flourish.

Inspection Conversations: Context

Context 1: Who are we?

(This factual information enables the inspector to understand the specific context of the school. No judgements are made on this information.)

- a. Is the school a Church of England, Methodist or joint denomination school?
- b. Is the school voluntary controlled or formerly

Kingfisher CE Academy is a Church of England school within The Park Academies Trust, located in Swindon and part of the Diocese of Bristol. Since opening in September 2021 with just 15 Students, one teacher, and the Headteacher, the school has grown significantly and now serves 129 children from Nursery to Year 4. The school is led by a committed Senior Leadership Team comprising the Headteacher, Deputy Headteacher, and Curriculum Lead, supported by an Interim Trust Board and the Trust's Central Team.

The school is situated on a large housing development on the Swindon-Wiltshire border, with many of the homes that will eventually feed into the school still under construction. Kingfisher CE Academy is a school on a journey to 'Good', with many strong and improving strands of practice.

The school community is culturally diverse, with a significantly higher-than-average proportion of Students from Black, Chinese, and Indian backgrounds. 29% of Students have identified SEND needs, 56% have English as an Additional Language (EAL), and 28%



<p>voluntary controlled; voluntary aided or former voluntary aided; or does it have another designation</p> <p>C. If a former voluntary controlled school does it, as an academy, provide denominational education?</p> <p>d. What phase is the school – first/infant, junior, primary, middle, secondary, high, all- through? What is the number of Students on roll?</p> <p>e. Is the school an academy or a maintained school? Is the school part of a federation?</p> <p>f. How is school (and trust) leadership structured and organised? If part of a trust, what authority is delegated locally?</p> <p>g. What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of Students?</p> <p>h. What church and DBE/MAST partnerships does the school have?</p>	<p>are eligible for Pupil Premium funding. These figures are well above national averages and reflect the complex and evolving needs of the community. The school is proactive in identifying and addressing barriers to learning, which may include low income, SEND, EAL, high mobility, cultural differences, safeguarding concerns, and family instability. Staff hold Students and families in the highest regard and are committed to ensuring that every child is supported to flourish academically, socially, and spiritually.</p> <p>In September 2025, Kingfisher welcomed a Complex Needs Unit, further strengthening its inclusive provision and commitment to serving the wider Swindon community.</p> <p>The Christian nature of the school is woven through every aspect of its life and work. Feedback from school tours shows that families – including those of other faiths or none – choose Kingfisher because of its Christian ethos and values. The school has strong and active links with Wroughton and Wichelstowe Parish Church, led by Reverend Phil Harrison, and benefits from the presence of a Campus Chaplain who also ministers at The Stowe, a local church. The Chaplain plays a vital role in leading collective worship, mentoring Students, supporting staff wellbeing, and organising community events such as the Christingle Service. Kingfisher also has its own Chapel, shared with The Deanery secondary school, and is regularly visited by the Bishop of Swindon, who is a valued member of the local community.</p> <p>Staff are well supported in their understanding of the school's Christian vision. All have received Understanding Christianity training, and new staff are inducted into the distinctiveness of Church school education. The Diocese of Bristol continues to provide training and support to ensure that the vision is lived out in practice.</p> <p>Kingfisher CE Academy is deeply committed to building strong partnerships with its growing community. Events such as parent picnics, sports days, and coffee mornings – often supported by the church – help foster belonging and inclusion, particularly for families with EAL. It also works with community development workers on creative projects, such as murals and artwork for Diwali celebrations.</p> <p>The school is forward-looking and actively seeks to extend its partnerships within and beyond the local area. As the community continues to grow, Kingfisher is well-positioned to respond with creativity, compassion, and a clear theological vision – ensuring that all who join the school are welcomed, nurtured, and enabled to flourish.</p> <p>GLD 24-25 = 77.8%</p> <p>Phonics Y1 24-25 = 81%</p> <p>Phonics Y2 24-25 = 100%</p>
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<p>i. Does the school have any other links or partnerships?</p>	
<p>Context 2: What are we doing here?</p> <p><i>(This information enables inspectors to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information contributes to the judgements that the inspector makes.)</i></p> <p>a. Considering the answers under 'Who are we?', what is the vision of the school and of the trust?</p> <p>b. How is the school's vision a clearly-articulated, theologically rooted Christian vision? How is the trust's vision resonate with this?</p> <p>b. How do the specific needs of the school community inform the theologically-rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?</p> <p>c. Why have school leaders decided to be a maintained school/an academy? How</p>	<p>Christian Vision Statement</p> <p><i>"Discovering and Learning Together, so all can flourish."</i></p> <p>Rooted in Psalm 1:3 – <i>"They are like trees planted by streams of water, which yield their fruit in season."</i></p> <p>Our vision is theologically grounded in the Christian understanding of growth, flourishing, and community. Just as trees thrive when rooted in nourishing soil and water, we believe every child and adult at Kingfisher CE Academy flourishes when rooted in love, hope, and belonging. This will then prepare all of our children to be happy, successful adults who can take their place confidently in the world and make a positive impact on those around them.</p> <p>Theological Foundation</p> <p>Our vision is inspired by the life and teachings of Jesus, who modelled love, inclusion, and courageous advocacy. We believe every individual is created in the image of God, uniquely gifted and deeply loved. This belief underpins our commitment to nurturing the whole child – academically, spiritually, emotionally, and socially.</p> <p><i>"Growing Together"</i> reflects our evolving community and our responsibility to walk alongside one another in faith and learning. It is a call to serve, to adapt, and to remain rooted in Christian love as we face new challenges and opportunities.</p> <p>Although the Kingfisher CE Academy has a religious designation it is not a school only for Christians but rather a Christian school for everyone. Each student who joins is valued equally whatever their belief, background or culture. The Academy's vision and values sit well with the Trust values of Ambition, Courage, Respect and Integrity.</p> <p>Impact on School Culture</p> <p>Our Christian vision is not a statement on a wall – it is the heartbeat of our school. It shapes our policies, informs our strategic decisions, and guides our relationships. We regularly revisit our vision to ensure it remains relevant and responsive to the needs of</p>



<p>does this status enhance the effectiveness of the school as a Church school?</p> <p>d. As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?</p> <p>e. How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?</p> <p>f. What are the school's arrangements for collective worship? Why are these arrangements in place?</p> <p>g. How is religious education structured and organised? Why have these decisions been made?</p> <p>h. What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p> <p>i. What is the relationship between the school/trust and local church/es? How do these</p>	<p>our community. We do this through whole school training and reflection, through collective worship with children, pupil, parent and staff voice and capture what is shared.</p> <p>Children and adults alike are encouraged to explore their own beliefs and those of others in a safe, inclusive environment. Spiritual development is woven through our curriculum, collective worship, and pastoral care. We aim to cultivate spiritual intelligence – the ability to reflect, question, and grow in faith and understanding.</p> <p>Collective Worship</p> <p>Collective worship is a central and cherished part of our daily rhythm. Held at 2:30pm, it offers a reflective space at the end of the day, allowing children to carry its messages into their homes and communities.</p> <p>Our worship structure is inclusive and invitational, rooted in Christian teachings but welcoming to children of all faiths and none. It is carefully planned to reflect our values and deepen theological understanding:</p> <ul style="list-style-type: none">• Monday – SLT-led worship focused on school values, British values and current themes.• Tuesday – Chaplain-led worship exploring Bible teachings.• Wednesday – Follow-up Bible and class-based worship linking scripture to lived values. Exploring faith in smaller groups.• Thursday – Singing worship celebrating joy, unity, and praise.• Friday – Celebration worship recognising children who embody our vision and values. <p>Through worship, we nurture a sense of awe, wonder, and belonging. Children are encouraged to lead, reflect, and respond – making worship a dynamic and participatory experience.</p> <p>Community & Inclusion</p> <p>Kingfisher CE Academy is a place of welcome and belonging. We serve a diverse and changing community, and our vision calls us to be responsive, inclusive, and rooted in love. We actively seek ways to ensure every child and family feels seen, valued, and supported.</p>
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relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

Our policies and priorities evolve to meet the needs of our community, but our vision remains constant – a guiding light in all we do. We are committed to being a school where everyone can flourish, grow in faith, and make a positive impact on the world around them.

Our school priorities change to meet the needs of our ever-changing school and community family. This way, we do not stand still but try to evolve with our surroundings, whilst keeping our vision at the heart of all we do. We are here to serve our community and ensure that we grow with them and show them that they are loved and part of our family.

Governance & Accountability

The school, initially opened under DBAT, a Diocese Trust, was re-brokered by the DfE and joined TPAT in September 2024. TPAT has diligently prepared to uphold and advance the theologically rooted vision at the school (and other Church schools who are part of our Trust). TPAT has adjusted our articles and appointed foundation members to the Governing Boards, Trustees, and Members. The Trust's vision is for children and adults to flourish at Kingfisher CE Academy, positively impacting the communities we serve. We expect the school to exemplify effective citizenship, serve the community, and support our family in their spiritual journey, fostering a strong identity and sense of belonging within the local area and our churches. It is the strength of this common vision between school and Trust leaders that has enabled the school to develop a theologically rooted vision that is now coming to fruition throughout all school development planning and communication.

- We have Church Articles as we have church schools
- We have a Scheme of Delegation that includes where the diocese is consulted and where we need consent.
- We have a Diocesan Corporate Member.
- Kingfisher was VA, foundation representation at the local level and at the Trust Board.
- Local governance has a Christian distinctiveness lead who is proactive in challenge and support as school leaders.
- Christian distinctiveness is part of the reporting of the school as seen in local governance minutes and governor visits etc.
- Local governance reports through EPSC which includes a foundation trustee, EPSC reports to the Trust Board, the Trust Board reports to Members, there is church representation at all levels of governance.

The Articles have the Object 4 a

The Object shall include Church of England Academies designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship ("Church Academies" and each a "Church Academy") and... ii Where an Academy is designated with a religious character, in relation to the ethos and religious education provided at any Church Academy, the



Directors shall have regard to any advice and follow any directives from the Appropriate Diocesan Authority, and having due regard to the Diocesan Strategy.

- Our Scheme of Delegation has clarity on where the diocese is consulted and provides consent, and we have followed this with policies, appointment of governors and other developments since the schools have joined our Trust in Sept 2024.
- Local governance and Heads are included in the Scheme and understand what is delegated to them
- Local governance Terms of Reference incorporate wording directly from the diocese on the roles and responsibilities of foundation members and all members of local governance receive this.
- We have run induction for these roles in line with TPAT and Diocese requirements.
- Local governance works with the Head to establish the values for the school, and hold leaders to account for upholding these in all their work.
- Trust policies and Staff Code of Conduct ensure the core values of each school are a minimum requirement for all staff.
- Governance newsletter provides updates and developments across all schools, and is shared with the diocese.

The DBE are represented in Governance of TPAT – this has meant a change for the Trust in embracing a Christian Vision which will have impact across all schools in the Trust. The Trust has engaged with the training and events which have been inspirational bringing leaders together from a variety of CofE schools. Training events have provided an insight for leaders in aspects of Christian distinctiveness, leadership and specific aspects such as Collective Worship. The Leaders are supportive and at hand to offer advice and support where required.

Religious World Views

RE is taught across all year groups from Nursery to Year 4 (we currently have year groups Nursery to Y4). We have a RE Lead (who is not the Headteacher) and a team of specialists to ensure quality of delivery.

There is a coherent intent and implementation of the scheme of learning, which draws on Understanding Christianity and the Swindon Syllabus. Students study a wide range of faiths, beliefs and practices. The curriculum provides opportunities for:

- Understanding and Respect: Religious World views helps students respect others and gain a broader understanding of different views and beliefs in a diverse society.
- Knowledge of Global Affairs: It improves students' knowledge of global affairs, helping them understand the role of religion in various cultures and historical contexts.
- Personal Development: RE contributes to students' personal development by fostering a sense of wellbeing, ethical standards, and personal happiness.



	<ul style="list-style-type: none"> • Preventing Extremism: It plays a role in avoiding extremism and religious discrimination by promoting tolerance and understanding. • Community Cohesion: Religious World views at Kingfisher helps build a more cohesive community by encouraging students to contribute positively to society. • Critical Thinking: It provokes challenging questions about meaning, purpose, beliefs, and values, helping students develop critical thinking skills. <p>School Church Partnerships</p> <p>There are no immediate local CofE Churches – as a result there are mainly visitors as opposed to visits due to cost and logistics. The Campus Chaplain is a good link with the community and supports in many aspects of living out our Christian vision in the work carried out with students and the community. This includes supporting local food banks (Kingfisher Community Cupboard linked to the Stowe Church) Links developing with the Bishop of Swindon supporting the Trust on its impact on the education and welfare of students in the community. He attended the school to read with the children, the unveiling of Kingfisher Art work.</p> <p>We have also been working with ‘Child of Hope’ a school in Uganda. We share learning termly, hold shared assemblies and use the link to teach our students about Christian values across the schools. We have been working, celebrating, developing resources, linking classes for a number of years now. It is a highlight of our students learning.</p>
<h3>Inspection Questions (IQ) : How then shall we live?</h3> <p><i>(This information is central to the evidence-based judgements that the inspector makes. The sub questions are included to help ensure that the inspector and school leaders have enough evidence to answer the main IQs.)</i></p>	
INSPECTION QUESTION (IQ)	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
<p>IQ1 How does the school’s theologically rooted Christian vision enable Students and adults to flourish?</p> <p>a) How is the Christian vision expressed, for example, through policies and character education/values</p>	<p>At Kingfisher CE Academy, our Christian vision – “<i>Discovering and Learning Together, so all can flourish</i>” – is the foundation of all we do.</p> <p>Rooted in Psalm 1:3, we believe that every member of our community is called to grow in love, understanding, and purpose. This theological underpinning informs our relationships, curriculum design, and strategic decisions.</p> <p>The Christian vision at Kingfisher was developed with the Deanery Secondary school, children from both schools and our governing body at point of opening. It is expressed through various policies and education programs that align with the Anglican foundation of the school. Our values curriculum, for instance, integrates personal, social, health, citizenship, and careers education</p>



<p>that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies might leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables Students and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<p>(PSHCE) with the school's Christian ethos. Core values such as wisdom, hope, service, and resilience are central to the school's approach, ensuring that every student is treated with dignity and respect, and is encouraged to flourish in a supportive community.</p> <p>Our curriculum has been intentionally developed to reflect the needs of a growing school community. As new cohorts join each year, we refine and adapt our provision to ensure it remains inclusive, ambitious, and rooted in our vision. The curriculum is broad, rich, and knowledge-based, designed to enable all children to build upon key concepts and skills that support lifelong learning and flourishing.</p> <p>Leaders at Kingfisher employ strategies to ensure the Christian vision is a living reality:</p> <ul style="list-style-type: none">• Community Engagement: Involving local church leaders and community members in school activities and worship.• Professional Development: Providing ongoing training for staff to integrate Christian values into their teaching and interactions with students.• Student Leadership: Encouraging students to take on leadership roles that promote the school's values, such as class coaches, community service projects, Group leading on worship, ECO leaders.• Reflective Practices: Incorporating regular reflection sessions for both staff and students to consider how the Christian vision is being lived out in daily school life. <p>We recognise that flourishing is not limited to academic success. Our curriculum also supports staff wellbeing and professional growth. Targeted CPD is informed by curriculum needs and staff voice, ensuring that teaching is both high-quality and sustainable. This reflects our commitment to nurturing adults as well as children, in line with our Christian calling to serve and support one another.</p> <p>Leaders and TIB member (Trust Interim Board) assess the impact of the Christian vision through planned monitoring and evaluation, these happen termly:</p> <ul style="list-style-type: none">• Collecting feedback from students, parents, and staff through surveys and focus groups.• Monitoring academic performance, attendance, and behaviour records to identify positive trends.• Assessing the overall wellbeing of students and staff through wellbeing surveys and pastoral care reports.• Observing the level of engagement and participation in school and community activities, specifically looking at identified groups.
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From the monitoring, barriers to learning are identified and addressed through inclusive practices, pastoral care, and family engagement. We constantly Our vision calls us to equity and compassion, ensuring that every child is given the opportunity to flourish regardless of background or circumstance. Flourishing can't only happen during the good times.

Our parent community is highly engaged and supportive, with many choosing Kingfisher specifically for its Christian ethos. This partnership strengthens our shared commitment to flourishing. We foster strong relationships through:

- Daily staff presence to welcome students in at the beginning of the day and see them out at the end of the day.
- Termly learning showcases (open classrooms) and consultations (POPs meetings, parent workshops, parent consultations)
- Communication through newsletters, events, letters and emails
- Curriculum overviews and learning flows
- Collective worship that celebrates achievement and values
- Development of parent groups and church-school links
- Induction meetings with teachers prior to starting school

Our unique context — sharing a campus with The Deanery secondary school — enriches our community with a diverse range of cultures, beliefs, and experiences. We embrace this diversity as a strength, using our vision to guide inclusive practice and mutual respect.

Our partnership with Revd Phil Harrison (Wroughton Church) and Revd Owen Green (Campus Chaplain) provides spiritual leadership and theological depth. Together, we nurture a school culture where faith is explored, celebrated, and lived out in daily interactions.

Governance is strong and strategically aligned with our vision. Governors are actively involved in monitoring, training, and supporting school improvement. Their commitment ensures that our vision is not only articulated but enacted across all areas of school life.

The vision of The Park Academies Trust, which Kingfisher is part of, aligns closely with the school's Christian vision.

- The Trust's commitment to providing a holistic education that emphasizes academic excellence and enrichment opportunities supports the school's mission to help every individual flourish.



	<ul style="list-style-type: none"> The Trust's values of ambition, courage, respect and integrity, resonate with the school's Christian foundation, enhancing its work by fostering a supportive and inclusive community where every individual is valued and empowered to succeed.
<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for Students?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for Students who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school's curriculum?</p>	<p>At Kingfisher CE Academy, our Christian vision – “Discovering and Learning Together, so all can flourish” – is lived out through a curriculum that nurtures both academic excellence and holistic personal development. Inspired by Psalm 1:3, we believe that flourishing means growing in love, wisdom, and purpose – spiritually, emotionally, and intellectually.</p> <p>Our curriculum is ambitious and designed to give all students the essential knowledge and cultural capital they need to succeed in life, facilitating social equity for our disadvantaged students and SEND students. The curriculum is coherently planned and sequenced towards cumulative retention of knowledge; it gives the students the skills and ability to apply their knowledge with increasing fluency and independence throughout their journey through the Academy.</p> <p>Staff understand that education is not solely about attainment, but about enabling every child to experience life in all its fullness. This theological principle guides our curriculum design, pedagogy, and pastoral care. We celebrate the uniqueness of each child, recognising that diversity enriches our community and deepens our collective understanding of acceptance, respect, and love.</p> <p>The Curriculum is centered on the individual pupil and their cultural and knowledge-based needs. It is successfully adapted and designed to enable all students to access all of the core subjects of English, Maths, Science, as well as RE and the wider curriculum subjects.</p> <ul style="list-style-type: none"> The curriculum is aspirational, coherent, and progressive so that newly acquired knowledge and skills builds on that which is already secured. Subjects have clearly defined intents and staff work to clear sequences of learning that have been carefully thought through by curriculum leaders, we call these our learning flow. Early Reading & Phonic strategies are taught explicitly, and all students are exposed to a wide range of high-quality reading material Students who have not reached their phonics standard receive intervention. We track and test students to evaluate the impact of the intervention and to ensure they can access the full curriculum. EAL students are supported so that they can access the curriculum and flourish in society. SEND and disadvantaged learners experience the same offer as all students; our curriculum is therefore ambitious and inclusive. Additional literacy or numeracy interventions delivered in small groups so that students make more rapid progress. These are bespoke provisions based upon data-informed intent and implementation and the regular evaluation of these programmes is improving.



High expectations are set for all learners, regardless of starting point and when they transition to our school. Staff are committed to equity and inclusion, ensuring that every child is supported to reach their potential. New arrivals are welcomed through a whole-school induction process that includes parents and carers, reflecting our belief in belonging and hospitality as Christian values.

The main focus for SEND provision is wave 1 quality first teaching which is inclusive and ensures the highest quality teaching for all of our students. During first wave teaching specific students and small groups are supported by teaching assistants. The school is developing in this area and expectations across the curriculum are now consistently high for these learners.

Progress across the curriculum is strong, as evidenced by rigorous teacher assessment and school data. Where gaps are identified, targeted support is swiftly implemented, ensuring that no child is left behind. This reflects our commitment to justice and compassion.

We value all areas of the curriculum equally, recognising that flourishing takes many forms. The arts, sciences, humanities, and physical education are celebrated through enrichment opportunities, competitions, and community engagement.

Spiritual development is intentionally embedded across the curriculum. Staff have received CPD to identify and create opportunities for reflection, ethical discussion, and theological engagement. Students regularly explore ethical issues, injustice, and advocacy, developing the language and confidence to be agents of change in their communities.

Across curriculum subjects there is encouragement for students to explore aspects of Spirituality, through the self, others and beyond. We use the shared language of Windows, Mirrors and doors. This is a feature of our daily collective worship and is monitored by our TIB (Trust Interim Board). It is also reflected in our 'Spiritual Spaces' in our classrooms.

Subjects such as performing and visual arts are flourishing and students' spiritual development is supported through the range of art, music and performances they engage with. Within The English curriculum, class texts are chosen with diversity and cultural capital in mind as well as ensuring that they offer a supported challenge and stretch and opportunities to develop oracy. The PSHE curriculum studied by all students has a big question focus which students are continually encouraged to consider and think about, we use 'Philosophy for Child', TPAT Pledges and a Careers Curriculum.

Children are encouraged to ask deep questions, reflect on their learning, and consider its impact on themselves and others. This cultivates spiritual intelligence and moral courage, key components of flourishing in a Christian context. This is reflected in our SMSC policy.



<p>IQ3 How is daily collective worship enabling Students and adults to flourish spiritually?</p> <p>a. How do the theologically rooted Christian vision and the Anglican foundation of the school shape worship and spirituality in the school?</p> <p>b. How do partnerships with the DBE, and partnerships with parish/local church/es enhance this?</p> <p>c. In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d. In the context of the school as a Church school, what do Students and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e. How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>At Kingfisher CE Academy, collective worship is a central expression of our Christian vision: "Discovering and Learning Together, so all can flourish." It provides a daily opportunity for the whole school community to pause, reflect, and grow spiritually. Worship is inclusive, invitational, and rooted in Christian teachings, while remaining accessible to Students of all faiths and none.</p> <p>Collective Worship takes place daily in the school hall, with the chapel used at key points throughout the year to mark significant moments in the liturgical calendar. The planning of worship is shaped by the Christian year, ensuring that Students encounter the rhythms and richness of Anglican tradition. Thursday singing worship includes both modern and traditional songs and hymns, linked to seasons such as Harvest, Advent, Easter, and Pentecost, helping children connect music with theological themes.</p> <p>A range of leaders – including SLT, clergy, chaplains, and visitors – contribute to worship, ensuring it is age-appropriate, engaging, and theologically rich. Worship is structured to include welcome, reflection, prayer, and response, with children actively involved throughout.</p> <p>Headteacher and Director of Primaries of new MAT (TPAT) attended SIAMS training, Headteacher attend school networks and is developing this on a more local level. The school has developed strong relationships with DoB education advisors; Julia Watts delivered SIAMS, Religious world views training and supporting Spirituality in school training to school staff in 2025.</p> <p>Prayer is a natural and valued part of school life. Children lead daily class prayers and grace at the beginning of the day, before lunch, end of the day and spontaneous prayer is encouraged during collective worship. Prayer and reflection spaces in every classroom provide opportunities for stillness, contemplation, and spiritual growth. These spaces are inclusive and used by children of all backgrounds, reflecting the school's commitment to hospitality and belonging.</p> <p>The worship life at Kingfisher CofE Academy is designed to be inclusive, invitational, and inspirational, reflecting the school's commitment to its Christian ethos and values.</p> <p>Inclusive Diverse Participation: Worship services and activities are open to all students who all attend, staff, and community members, regardless of their faith or no faith background. This inclusivity ensures that everyone feels welcome and valued. This has included visits from the child of hope project, Olympian athletes, Ugandan Youth Choir, Parents from other faiths who come to share an understanding of their faith.</p> <p>Respect for Different Beliefs: The school fosters an environment where different religious beliefs and practices are respected and acknowledged, promoting mutual understanding and harmony. Our staff and learners are of multi faith, we ensure they are represented in our environment and literature. Our chapel is used during Eid for prayer and other times for quiet reflection.</p> <p>Invitational Welcoming Atmosphere: The school creates a warm and inviting atmosphere for worship, encouraging everyone to participate and engage in spiritual activities.</p>
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	<p>Community Involvement: Events and services such as Christingle involve the wider community, inviting parents, local clergy, and other stakeholders to join in and support the school's spiritual life.</p> <p>Inspirational Meaningful Worship: Worship sessions are planned to inspire and uplift participants, incorporating music, prayer, and reflection that resonate with the school's values of wisdom, hope, service, and resilience.</p> <p>Student Leadership: We are beginning to encourage students to take active roles in leading worship, fostering a sense of ownership and inspiring their peers through their involvement. These elements ensure that the worship life at Kingfisher Academy is a cornerstone of the school's mission to nurture and inspire every individual to flourish</p> <p>The termly values explored in worship are mirrored in the Bible Club and where children engage with scripture through storytelling, games, and discussion. These clubs deepen theological understanding and provide informal spaces for spiritual exploration. They run termly by our Chaplain, local church member and school staff. We have space for 15 children each term and this is usually full.</p> <p>Students are respectful and engaged during worship, demonstrating a growing understanding of its purpose and significance. They ask thoughtful questions, reflect on biblical messages, and connect worship themes to their own lives. Worship is not a passive experience but a dynamic and formative part of school life, helping children and adults alike to flourish spiritually.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which Students and adults are treated well?</p> <p>a. How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b. How do school policies and practice create a culture in which people's wellbeing is enhanced?</p>	<p>At Kingfisher, we live out our vision of 'A tree planted by streams of water, which yields its fruit in season' by providing a safe, calm, orderly and positive environment where all students can thrive, flourish and succeed. Attendance and punctuality is a strong focus to ensure our students get the best possible start. Our attendance continues to be above national at 96%. Attendance is tracked effectively and swift, effective actions are put in place for those students who need it. Our fixed term suspension and repeat suspensions have decreased this academic year 2025-26. The school reintegrates suspended students on their return and manages behaviour effectively to reduce repeat suspensions. Permanent exclusions are always a last resort, we currently have not had any since we opened.</p> <p>We have clear and effective behaviour and attendance policies that enable both rewards and sanctions as appropriate to uphold our high standards of learners' behaviours and conduct.</p> <p>The current Rapid improvement plan is leading to improvement in the quality of teaching and a curriculum with clearer intent, students are more engaged in their learning resulting in better engagement. There are clear routines and expectations for transitions of learners both inside and outside of the classroom.</p> <p>Students are well motivated and have positive attitudes to their learning.</p> <p>Our students actively support the well-being of other students. Students can be rewarded for embodying the values that we promote, encouraging students to make the right choices. Our vision ensures that students feel safe and in which bullying,</p>



<p>c. How is enabling good mental health for all central to the school's work?</p> <p>d. As a result of the theologically rooted Christian vision, what effective strategies are in place that help Students and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e. How does the trust contribute to and enhance the inclusion and wellbeing of Students and adults, ensuring that all are treated well?</p>	<p>discrimination, sexual harassment, sexual abuse and sexual violence – online or offline are not accepted and are dealt with quickly, consistently and effectively whenever they occur.</p> <p>We track occurrences and respond with bespoke intervention which we then triangulate with our PSHE program to adapt the curriculum if required to be both proactive and reactive. Students and staff reflect this positive and respectful culture. Our commitment to flourishing is evident in our trauma-informed approach to behaviour, which is underpinned by emotion coaching and restorative practices. This reflects our theological understanding of compassion, forgiveness, and reconciliation. Staff respond to distressed behaviour with empathy and support, helping children to regulate emotions and rebuild relationships.</p> <p>Pastoral care is a strength of the school. Our team plays a vital role in connecting families with internal and external services, ensuring that no child or adult is left unsupported. The SENDCo leads a highly effective provision where every pupil is known personally, enabling early intervention and sustained support. Specialist programmes for EAL and speech and language are delivered by trained staff, ensuring equity of access and opportunity.</p> <p>Emotional wellbeing is prioritised through our ELSA programme, which parents can request for their children. This proactive approach to emotional literacy reflects our belief in nurturing the whole child. Staff also benefit from a culture of care: where appropriate time to work at home, workload reviews, and leadership that actively promotes work-life balance demonstrate our commitment to adult flourishing.</p> <p>Student voice is central to our ethos. Class worship, pupil voice surveys and other leadership opportunities empower children to contribute meaningfully to school life. Feedback from Students, parents, and staff is regularly gathered and acted upon by leaders and governors, ensuring that our vision is lived out in practice.</p> <p>Cultural capital is enriched by our diverse community. Families bring a wealth of traditions, languages, and beliefs, which are celebrated and integrated into school life. This diversity is embraced as a gift, helping children to grow in understanding, empathy, and global awareness.</p> <p>In all aspects of school life – from curriculum to relationships, from governance to wellbeing – our Christian vision is the guiding force. It shapes a culture where every child and adult is supported to grow, belong, and flourish.</p> <p>We work with key students who need support with their behaviour or attendance using consistent external agencies, the Trust SOS inclusion provision and a mental health nurse and more recently our complex needs provision which supports an alternative pathway for our student.</p> <p>The school has developed its behaviour policy to take a trauma led approach and includes emotion coaching to support children when they are showing distressed behaviour.</p> <p>As well as a DSL and DDSL, a number of SLT have received safeguarding training. We are compliant with safer recruitment training to ensure we manage safer recruitment.</p>
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	<p>We use CPOMS StaffSafe and regular checks of the SCR show we are fully compliant. The Headteacher has completed Managing allegation training to ensure allegation of adults who may risk students is dealt with effectively.</p> <ul style="list-style-type: none"> • ELSA, • Play therapy • Effective use of CPOMS to raise concerns • Consistent application of behaviour policy • Staff worship every week with rev Owen Green in the Chapel • Rev Owen Green mentoring of students • School of solutions = alternative provision for vulnerable students at risk of exclusion.
<p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling Students to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and</p>	<p>At Kingfisher CE Academy, our Christian vision – “Discovering and Learning Together, so all can flourish” – is the foundation of a culture rooted in dignity, respect, and belonging. Inspired by Psalm 1:3, we believe that every individual is created in the image of God, and that flourishing happens in community – where love, justice, and compassion are lived out daily.</p> <p>Our policies and procedures are regularly reviewed and rewritten to reflect the evolving needs of our diverse school community. They are shaped by our vision and values, ensuring that every decision is underpinned by a commitment to inclusion, equity, and wellbeing.</p> <p>There is a lack of a local church in the new community of Wichelstowe. The nearest CofE Church in Wroughton would be ideal to form a partnership with, however the leadership of the Church has meant that links have been a challenge. Travel to other local churches is costly and therefore a barrier to church visits.</p> <p>We continue to keep in contact with Rev Phil Harrison to maintain connection and share ways forward.</p> <p>We have forged strong and meaningful links with the wider community, including local churches, families, and organisations. These partnerships are not transactional but relational – built on mutual respect and shared purpose. Examples include:</p> <p>Community events such as parent picnics, sports days, and coffee mornings, which are particularly supportive for new families and those with English as an additional language.</p> <p>Performances at the Swindon singing festivals, Carol Service, School assemblies and the Willowbrook view Care home, connecting Students with the elderly and wider public.</p> <p>Art workshops with community development workers, including contributions to the Festival of Tomorrow mural and Swindon celebrations.</p> <p>Charitable giving is a key expression of our vision. Students and families actively support a range of causes, including:</p>



<p>reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>The Poppy Appeal, Children in Need, Comic Relief, and Water Aid</p> <p>Julia's House Trust, supporting children in Uganda</p> <p>TPAT Toy Donations and Foodbank collections</p> <p>Our curriculum is intentionally designed to explore local, national, and global connections. In English, texts are chosen to challenge assumptions and deepen understanding of struggle, difference, and justice. This helps Students develop empathy and a sense of global responsibility.</p> <p>Students are confident, curious, and compassionate. They support one another regardless of background, race, or belief, and are quick to challenge injustice or unkindness. This is a direct result of the school's ethos and the modelling of respectful relationships by staff.</p> <p>Staff wellbeing is prioritised through practical measures such as PPA time at home, streamlined planning and assessment procedures, and a leadership culture that genuinely values work-life balance. Staff feel known, supported, and empowered to flourish.</p> <p>Safeguarding is robust and deeply embedded in the school's culture. Every adult plays a role in ensuring the safety and wellbeing of Students, and children know who to turn to when they need help. Monitoring by governors confirms that Students feel cared for and that staff consistently go above and beyond to support them.</p> <p>Feedback from parents is overwhelmingly positive, with 94% stating that the school's values have a positive impact on their children. This reflects a community where the Christian vision is not only spoken but lived – creating a school where all can live well together.</p> <p>Collaborative Environment: The Trust fosters a culture of collaboration rather than competition among its schools. This approach encourages sharing best practices and resources, which helps improve the overall educational experience for students.</p> <p>High Aspirations: The Trust is committed to raising the aspirations of Students, parents, and staff alike. By setting high expectations and providing the necessary support, the Trust helps students achieve their full potential.</p> <p>Inclusive Practices: The Trust places a strong emphasis on inclusion. This includes early intervention programs and specialist provisions for students with complex needs, ensuring that every child receives the support they need to succeed.</p> <p>Community Engagement: The Trust actively engages with the local community to understand its needs and respond effectively¹. This engagement helps create a sense of belonging and ensures that the school's culture is aligned with the community's values.</p> <p>Supportive Leadership: Leaders within the Trust are dedicated to creating safe, calm, and academically motivated learning environments². This supportive leadership helps maintain a positive school culture where students feel welcome and valued.</p>
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	<p>Continuous Improvement: The Trust is focused on continuous improvement, helping schools move from 'good' to 'great'. This commitment to excellence ensures that the school culture remains dynamic and responsive to the needs of its students.</p> <p>By implementing these strategies, the Park Academies Trust significantly enhances the culture of Kingfisher Church of England Academy, creating a nurturing and aspirational environment for all students.</p>
<p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</p> <p>a. How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b. How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c. How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>At Kingfisher CE Academy, Religious Education (RE) is a vital part of our curriculum and a key expression of our Christian vision: "Discovering and Learning Together, so all can flourish." Rooted in Psalm 1:3, we believe that flourishing includes developing theological literacy, respectful dialogue, and a deep understanding of faith – both our own and that of others.</p> <p>RE is taught in line with the Church of England's Statement of Entitlement, and the school fully meets its principles and expectations. Our curriculum is built on the Understanding Christianity resource and the Swindon Agreed Syllabus, ensuring a balanced and rigorous approach to teaching Christianity alongside world faiths and worldviews.</p> <p>All staff have received training in Understanding Christianity, and new teachers are supported through tailored CPD as part of their induction into teaching in a Church school. This ensures consistency, confidence, and theological depth across the school. The subject is led and monitored by the Headteacher and curriculum leader, who ensure that provision is high-quality, inclusive, and reflective of our vision and values. RE Lead and Headteacher attend local networks to ensure up to date information and skills.</p> <p>Assessment spreadsheets are in place for KPIs and each unit of work, enabling teachers to track progress and plan next steps. Pupil voice is regularly gathered and used to inform curriculum development, ensuring that RE remains engaging, relevant, and impactful.</p> <p>Religious world views well-resourced and enriched through a range of visits and experiences that bring learning to life. We need to develop visits and trips to places of worship in the wider Swindon area.</p> <p>Every RE lesson is carefully planned and sequenced to ensure our students engage with accurate, challenging and thoughtful content which helps them to become religiously and worldview literate. The RE curriculum at Kingfisher also plays a significant role in developing the whole student, spiritually and socially, as well as academically. The Religious World View is taught discretely and is important in students understanding of spiritual, moral, social and personal development. It links specifically and explicitly to the British values, our school vision and ethos, and plays an important role in the PSHE education of our students, alongside the careers programme.</p> <p>Children also learn from one another. The diversity of our school community is a strength, and Students are encouraged to share their own experiences and beliefs in a respectful and open environment. This fosters empathy, curiosity, and a deeper appreciation of difference.</p>



	<p>Through RE, Students develop the skills to ask big questions, explore theological concepts, and engage in meaningful dialogue about faith and belief. They are challenged to think critically, reflect spiritually, and respond with compassion – equipping them to live well in a diverse and complex world.</p> <p>The latest round of recruitment for teachers means we have been able to recruit an RE Specialist to the team. Since attending recent SIAMS training, we were reflective about the RE curriculum and made changes to ensure it was addressing the diversity within traditions and worldviews and studying the many faces of Christianity.</p> <p>Many resources and schemes of learning continue to be tweaked or changed now that we are back in the classroom. Our context has changed and so the curriculum needs to develop with it. We have good links with the Diocese of Bristol education team, as well as Laura Harris (Deputy DBE director) and Julia Watts (Diocesan advisor).</p>
<p>IQ7 What is the quality of religious education?</p> <p>a. What is the quality of teaching?</p> <p>b. How well do Students make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c. How does assessment inform teaching and learning?</p>	<p>Religious Education at Kingfisher CE Academy is a valued and high-quality subject that reflects our Christian vision: “Discovering and Learning Together, so all can flourish.” Through a well-sequenced and ambitious curriculum, Students are enabled to explore theological concepts, engage in philosophical enquiry, and develop a respectful understanding of a range of worldviews.</p> <p>Our RE curriculum is built on the Understanding Christianity resource and the Swindon Agreed Syllabus, both of which are fully embedded across the school. These frameworks provide a strong foundation for progression from Early Years to Year 6 (although we currently have up to Y4), ensuring that key theological and philosophical concepts are revisited and deepened over time. This emulates a journey – both academically and also spiritually and personally as well.</p> <p>The curriculum is structured around big questions that encourage children to think critically, reflect spiritually, and articulate their own beliefs while respecting those of others. Teachers skillfully facilitate discussion, enabling Students to explore complex ideas and make connections between belief, practice, and lived experience. By having a curriculum which not only studies Christianity, but a variety of worldviews (including non-faith based views), we are encouraging our students to be critical thinkers and to ask questions.</p> <p>We have recently remapped our curriculum to ensure that key concepts are revisited in a spiral model, allowing for deeper exploration and progression of knowledge and skills. This has strengthened coherence and clarity across year groups, and teachers are confident in delivering high-quality RE that builds on prior learning.</p> <p>RE is enriched through strong partnerships with the local church, Methodist Circuit, and external organisations such as Encounter RE. Students also learn from one another, drawing on the diverse religious and non-religious backgrounds within our school community.</p> <p>Children are encouraged to express their understanding in a variety of creative ways, including art, music, drama, writing, and discussion. This inclusive approach supports all learners and allows for deeper engagement with theological ideas.</p>



	<p>The subject is well led and monitored. Learning walks, book scrutinies, and pupil voice are used to evaluate impact and inform professional development. The curriculum leader has delivered CPD to improve subject knowledge and pedagogy, ensuring consistency and high standards across the school. The school assesses against Key performance indicators in term 2, 4 and 6 and this is then added to the school's online assessment system. The subject leader also completes a maturity matrix which supports the development of the subject across the school.</p> <p>Assessment in RE has been developed to be formative and responsive. Teachers use assessment grids to track progress and revisit key learning, addressing misconceptions and deepening understanding. As a result, children make good progress in RE and demonstrate a growing ability to think theologically, reflect spiritually, and engage respectfully with difference.</p> <p>Parents are kept informed and involved through newsletters, curriculum overviews, and the school website. RE is given high regard within the school and is recognised as a subject that contributes significantly to Students' spiritual, moral, social, and cultural development.</p>
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