

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kilmersdon Church School

Vision

At Kilmersdon Church School, we create a place of trust, forgiveness and peace so that our children can develop the skills they need to persevere and flourish in life.

With friendship and hope, all our children are able to live life in all its fullness.

Kilmersdon Church 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

- Leaders use the Christian vision to shape improvement and guide decision-making across the school. They work purposefully to make 'life in all its fullness' a lived reality for the school community.
- There is an intentional culture of belonging in which people treat one another with dignity and care. Strong relationships help pupils and staff feel valued, listened to and well supported.
- Collective worship is distinctively Anglican and rooted in the school's vision and values. It provides meaningful opportunities for reflection, nurtures spiritual growth and has a positive impact on pupils and staff.
- The curriculum is thoughtfully shaped by the Christian vision. Targeted adaptations and interventions, supported by strong partnerships, enable pupils to flourish in their learning.
- Religious education (RE) engages pupils through well-structured learning, helping them build knowledge, develop curiosity and think deeply.

Development Points

- Extend the opportunities for pupils to deepen their understanding of justice. This is so that they are empowered to act with increasing confidence, independence and make a positive difference.
- Enable pupils to utilise the school spiritual language of 'in, out, up'. This is to ensure that they are equipped to reflect more meaningfully and naturally across all aspects of school life.



Inspection Findings

Vision and Leadership

School and trust leaders have thoughtfully and intentionally designed the Christian vision of Kilmersdon Church School. Their work illustrates their motivation for pupils and adults to flourish in life. It is foundational to their work and guides their decisions and actions. This ensures that a 'life in all its fullness' is the lived expression of the school. Along with the wholehearted commitment of leaders, this drives strategy and improvement. Consequently, the school behaviour policy is firmly rooted in the Christian values. For pupils, this adds specific meaning to the values of friendship and forgiveness and enriches the school culture. Leaders across the school and multi-academy trust (MAT) regularly monitor, evaluate and review the impact of the vision. This gives them a clear understanding of what is working well. For example, their evaluations show that the revised RE curriculum and approach to spiritual development strengthens pupils' learning and personal reflection.

Vision and School Culture

Through their actions, staff and pupils bring meaning to the language of the school's vision. They embody the carefully chosen words, bringing to life the values of trust, forgiveness, peace, perseverance, friendship and hope. Along with a noticeable commitment to belonging, this nurtures a dignified and respectful school culture. As a result, relationships are positive and people are treated well. Pupils are happy, enjoy friendships and understand the importance of forgiveness when it is needed. Staff are confident, valued and enjoy a clarity of purpose in what they do. This encourages and supports their work and professional growth. Trust, diocese and wider partnerships enhance opportunities for staff development. In addition, they benefit from formal strategies and informal approaches to develop staff wellbeing. This reflects a wider, vision-led commitment to positive mental health that creates a supportive learning environment.

Worship and Spirituality

Leaders carefully plan daily collective worship so that it reflects the school's vision and deepens understanding of its values. This encourages pupils to reflect and consider how they might respond and act differently. As a result, pupils readily recall how Bible stories rooted in the school's values help them to make positive choices. Worship is engaging and uplifting. Adults and pupils value singing, which brings additional joy to these occasions. Confident and respectful leadership of worship ensures that those gathered can respond personally to the message. The school's shared language for spirituality, expressed through the thoughtfully chosen phrase of 'in, out and up' guides reflective moments. This language is deliberately woven throughout worship, helping pupils and adults to value moments of stillness. It strengthens their appreciation of reflection and nurtures their spiritual growth. Worship is further enhanced through partnership with the parish church. The school holds key celebrations there which are valued and recognised as inspiring community events.

Vision and Curriculum

The vision shapes the school curriculum and the range of extracurricular activities. Visits and visitors, such as artists in residence, enrich the learning opportunities for pupils. Additionally, the Christian values are rooted in teaching. This enables pupils to identify how perseverance and hope support their learning so that they can 'be our best'. English lessons strengthen this understanding as pupils consider characters who demonstrate the school values. Leaders' commitment to spiritual development positively shapes pupils' experience. Carefully established reflection areas in classrooms enable pupils to pause, be still and consider deeper questions. Although this work is emerging and spiritual development is not a deeply embedded and intrinsic part of the curriculum. Staff use the vision to influence pupils' learning experiences. This ensures pupils, including those with special education needs and/or disabilities (SEND) receive purposeful support for their development. For staff, listening to pupils and families is instrumental in their approach. As a result, they understand pupils' needs and shape appropriate provision. They use resources and partnerships effectively, so pupils who need additional



help receive targeted interventions. School and MAT leaders monitor and evaluate the impact of this support. Their findings inform choices that further pupils' academic growth and wider thriving.

Vision, Justice and Responsibility

Pupils show friendship and compassion in their daily relationships. They connect the biblical roots of the school's vision with their sense of personal responsibility. This deliberately shapes choices and behaviour that helps their peers to better live a 'life in all its fullness'. Some pupils extend this understanding to creation care. For example, by helping to keep the school environment tidy through litter picking. Additionally, pupils take responsibility through a range of school roles, such as worship monitors. These leadership roles help pupils gain confidence and make a difference. For example, feedback from worship monitors has improved provision and raised the profile of spirituality. The school engages positively with charitable work and fundraising involves pupils. Through this, they are beginning to explore and develop their understanding of justice. However, there are limited opportunities for pupils to respond independently to causes that matter deeply to them.

Religious Education

School and trust leaders have ensured that RE is a priority subject with a high profile. The school benefits from strong trust and diocese partnerships that enhance training and support for staff who teach and lead RE. As a result, the RE curriculum is effective and learning is well planned and carefully sequenced. This enables pupils to revisit themes and extend their knowledge over time. Curriculum resources explore diversity across a range of faiths and non-religious worldviews. Pupils encounter different ways in which beliefs are lived and expressed. This broadens their understanding and supports their enjoyment and curiosity as they learn about a range of practices and viewpoints.

RE is a valued subject and effectively led. Focused monitoring and precise evaluation by school and trust leaders makes a demonstrable difference to the quality of teaching. They ensure that it is well-resourced and that staff are trained and equipped to teach the subject effectively. Consequently, staff are confident and pupils positively engage with skilled, accurate and creative teaching. Pupils discuss ideas with each other with interest and enthusiasm, exploring different viewpoints respectfully. They reflect and describe how their learning makes a difference to their understanding. For example, when exploring the Parable of the Lost Son, drama-based activities help them to understand forgiveness more deeply. This is because lessons give pupils reflective, interactive and challenging opportunities to build their personal knowledge. Leaders have implemented a clear strategy to assess learning in RE. Teachers use regular checks on pupils' knowledge, understanding and vocabulary to give praise and to identify gaps. This means that pupils know what they are doing well and what they can do to develop their understanding. However, they do not consistently engage with the feedback provided and sometimes miss opportunities to deepen their learning.

Information

Address	School Lane, Kilmersdon, Bath BA3 5TE		
Date	16 June 2026	URN	151285
Type of school	Academy	No. of pupils	105
Diocese	Bath and Wells		
MAT	Bath and Wells Diocesan Academies Trust		
MAT Chair	Beverley Hobbs		
Headteacher	Stephanie Dowley		
Chair of Governors	Louise Adams		
Inspector	Steve Cowdery		