

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kimbolton St James' Church of England Primary School

Vision

Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.

1 Corinthians 16:13-14

Kimbolton St James' 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 embedded Christian vision successfully drives and sustains the work of this school. As a result, pupils and adults flourish as the community thrives.
- Leaders and staff are highly aspirational for pupils. This shapes an inclusive curriculum tailored to their needs. Dedicated staff go above and beyond to support them, including the most vulnerable, those with special educational needs and/or disabilities (SEND).
- The school fosters a tangible culture of deep love and care. Individuals are valued, nurtured and believed in. Consequently, relationships are exceptionally strong.
- Leaders ensure a well-planned, sequenced and balanced religious education (RE) curriculum is delivered. Effective RE lessons are creative and fun, strengthening pupils' knowledge and understanding of a range of faiths and worldviews.
- Collective worship is rooted in biblical teaching and the exploration of Christian values. Partnerships with the local churches enrich worship and contribute to spiritual growth.

Development Points

- Develop the school's approach to spirituality and embed this within the curriculum. This is so that pupils can fluently articulate its meaning to support their spiritual growth.
- Extend pupils' understanding of the concept of injustice in the world and how they can influence positive change. This is to build opportunities for them to lead projects that make a difference.



Inspection Findings

Vision and Leadership

The school emanates a powerful sense of belonging and togetherness, driven by its vision. The desire for pupils and adults to 'let all that you do be done in love' is a living reality. The biblically rooted vision effectively shapes policies, practices and ongoing developments. As a result, pupils and adults instinctively care for one another. The commitment to 'do everything in love' creates a warmth and welcome that is widely recognised and celebrated. Pupils are motivated by the vision-inspired values and have a deep sense of pride in their school. Consequently, these values are consistently seen in action across all age groups. Leaders champion the importance of inclusion, which sits at the heart of the school's vision. This ensures that pupils with SEND, along with their families, flourish. Adults cherish the impact of the vision on collaborative working and know that they are loved and supported by leaders. Governors have a secure understanding of the school and use the Christian vision as the foundation for decision-making. As a result, the continual drive for improvement provides pupils and adults with the best possible environment in which to flourish.

Vision and Curriculum

Leaders are deeply committed to delivering an inclusive and enriching curriculum that embodies and supports the school's Christian vision. It is designed to ensure that all pupils, including those with SEND, are enabled to flourish. The curriculum is carefully tailored to the needs of each individual, and thoughtful adaptations ensure that pupils with SEND can access the full breadth of learning. Parents speak highly of the support their children receive. The school encourages participation in a wealth of after-school clubs, such as podcasting, spirituality club, art and buzz music. These enrich pupils' experiences and promote personal growth. Staff are persistent in their approach and focus on developing the whole child. Opportunities for spiritual growth exist across the curriculum. However, the school does not have a clear definition of spirituality or shared language to support this. As a result, opportunities to discuss, explore and deepen spiritual understanding are sometimes missed. This limits the full potential for spiritual flourishing across the curriculum.

Worship and Spirituality

Daily collective worship is well-planned and carefully linked to the school's vision and values, deepening understanding over time. It is a cherished part of the school day. True to its Christian foundation, worship welcomes all. The school's vision permeates through each gathering, reinforcing a love for all. Pupils can clearly articulate how they live values such as courage both in school and in their wider lives. Worship inspires them to be better people. They gain spiritual nourishment from different acts of worship, ranging from contemporary to traditional Anglican in style. They appreciate being able to be closer to God. Whole school singing is spiritually uplifting. Pupils and families take pleasure in attending St James' Church to celebrate Christian festivals throughout the year. This leads to pupils thinking deeply about the impact of worship beyond the school and enriches the feeling of connectedness. Clergy are frequent visitors to the school. They lead worship and provide valuable pastoral care that supports the wellbeing of adults and pupils.

Vision and School Culture

The Christian vision inspires a culture of care and compassion. As a result, relationships within the school community are exceptional. The school acts as a lifeline for families in times of need, providing deeply valued emotional and practical assistance. Teachers and support staff seek to understand the whole story of each pupil, demonstrating love and kindness. Parents value this nurturing approach, describing it as 'above and beyond'. Staff support one another well and appreciate being encouraged by senior leaders to develop professionally. Because of this, teachers and other adults at Kimbolton gain fulfilment and flourish in their careers. The good mental health of every member of the school community is prioritised. This is evident through initiatives such as careful consideration of workload and the work of the school counsellor. Staff members support one another and are confident that their wellbeing matters, reinforcing a strong sense of unity and shared purpose.



Vision, Justice and Responsibility

There is a clear sense of justice within the culture of the school. This is particularly evident in the way that staff support pupils with SEND. Doing everything through love ensures a place for any complex needs when other schools have turned them down. Leaders are relentless in ensuring that each pupil is treated as an individual. As a result, they flourish to be the best they can be. Staff work in harmony to ensure that pupils who need a little extra help get support tailored to their needs. This is because they are tenacious in ensuring individuals in school achieve their full potential. Pupils' understanding of ethical responsibility is being developed through charitable events and donating food to the local foodbank. Pupils enjoy doing helpful things for others because it makes them feel good. However, their understanding of justice is variable. Therefore, opportunities for them to consider and address inequality are not fully realised.

Religious Education

Leaders ensure that RE has a high profile and is given appropriate time and priority. The curriculum is well planned, inclusive and reflects the needs of the school community, including the mixed-age classes. Pupils have a passion for RE and the variety of creative tasks on offer including debate, drama, art and visits to places of worship. They learn through structured lessons that build knowledge over time. They value the opportunity to explore 'big questions,' which encourage them to think more deeply about the beliefs of others. Consequently, pupils make connections within faiths and compare worldviews. This secures an understanding of a range of religions, including a developing knowledge of Christianity as a diverse global faith. This is enabling pupils to begin to understand the impact of belief on the way people live.

Staff plan adventurous RE lessons, therefore providing quality learning experiences. Teachers use skillful questioning and pupils respond thoughtfully with rich vocabulary. Teaching of RE is strong across the school, which enables pupils to achieve well. They articulate what they have learnt very clearly and with accuracy. Governors and leaders monitor the impact that this is having on pupil progress. Leaders delegate substantial time to ensuring that teachers are kept up to date with new developments in the subject. Assessment systems are embedded. This allows teachers to ensure that pupils are making effective progress in their learning.

Information

Address	Kimbolton, Leominster, Herefordshire, HR6 0HQ		
Date	11 March 2026	URN	116890
Type of school	Voluntary aided	No. of pupils	91
Diocese	Hereford		
Headteacher	Adam Breakwell		
Chair of Governors	Will Mears		
Inspector	Kerry Geddis		