

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Knowle Church of England Primary Academy

Vision

'Growing in God's love, flourishing together.'

Our vision is underpinned by the Parable of the Sower Matthew 13:1-9.

Jesus tells us that the seeds which fall on good soil and produce fruit represent those people who hear God's message and will live it out in their lives. We share God's message, grow in His love and flourish together.

Our core Christian values, 'The fruits of the spirit,' from St Paul, underpin the ethos of the school. They are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Individuals are celebrated for their unique gifts and flourish together through living out our school values.

Knowle Church of England Primary Academy 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 Christian vision provides a strong steer for conscientious leaders, who know their community well. This enables pupils and adults to 'grow in God's love and flourish together.'
- The imaginative and ambitious curriculum, underpinned by Scripture, supports pupils' spiritual development exceptionally well. As a result of the way spirituality is carefully planned and woven through the curriculum they thrive.
- The Christian vision and associated values promote a nurturing environment of compassion and respect for pupils and adults. It is evident in the consideration of their welfare. Wellbeing provision is accessible and firmly established. This enables the school community to live well together.
- Underpinned by a culture of love, care and mutual respect, relationships across the school and its community are remarkably strong. Consequently, pupils and adults flourish.
- Guided by the vision, and enhanced through the range of enrichment opportunities, pupils are ambitious for themselves and the community. School leaders empower them to lead projects and champion justice with increasing independence.

Development Points

- Strengthen pupils' understanding of Christianity as a worldwide faith. This is to extend their understanding of the diverse ways people live out their beliefs.
- Widen leaders' monitoring and evaluation of all forms of collective worship to ensure there is a consistent impact on spiritual flourishing.



Vision and Leadership

The Christian vision, deeply rooted in Scripture, binds this highly effective Church school and guides its work. As a result, this is a welcoming community where the opportunity to 'grow in God's love' is seen throughout the school. The parable of the sower provides a clear image for pupils and a shared purpose. Through this, leaders ensure that pupils know that each of them is represented by a seed full of energy, growth and promise. Due to the range and scope offered through the curriculum, pupils and adults grow and thrive. School life is enriched by its close relationship with the local church and diocese. Considerable reciprocal support is at the heart of the highly effective partnership between school and church. Pupils who need extra support to access learning are provided with bespoke programmes enabling them to develop. The school's deeply embedded vision creates exceptionally harmonious and respectful relationships. These enable the school community to grow together. The Christian vision and associated values underpin the positive relationships and nurturing environment which permeate throughout the school. Consequently, there is a deeply rooted culture of care and compassion. The biblically inspired 'fruit of the spirit' values, such as faithfulness, kindness and self-control, are the means by which the vision is lived out. The impact of this, is a nurturing culture where pupils and adults have the opportunity to 'grow together in God's love'. Committed to serve 'all day every day' leaders decisions are firmly rooted in the vision. This is demonstrated in the provision for pupils considered vulnerable, together with enhancing the playground and after school facilities.

Vision and Curriculum

The Christian vision and values are embedded throughout an ambitious curriculum which is aspirational and inclusive. As a result, pupils enjoy learning and achieve exceptionally well. Pupils with special educational needs and/or disabilities (SEND) thrive. The curriculum is enriched through a programme whereby pupils live out the vision and values within the immediate community and beyond. They develop working relationships with charity partners such as a foodbank, the Royal British Legion and a school in Africa. Opportunities for spiritual development are intrinsic to the curriculum and the work of the school. The curriculum is carefully designed to serve 'mind, body and spirit'. Leaders ensure that opportunities for spiritual development are woven throughout the curriculum. Consequently, pupils' understanding of spirituality is comprehensive, supporting the way the curriculum helps them to grow spiritually. A pupil remarked, 'It is within us, in others, in the environment and with God'. They recognize that lifting someone's spirits makes them and the giver feel happy. Pupils actively seek to live out the school's values and their understanding of the 'fruit of the spirit'.

Worship and Spirituality

Collective worship is central to the school's spiritual life with a range of different opportunities to worship in groups, classes and church. Worship in Key Stage groups is welcoming and uplifting. It provides beneficial opportunities to explore Bible teachings and reflect on how to live out the school's vision. Using words from the vision as a gathering greeting reinforces the school's commitment for pupils and adults to 'grow in the good soil'. Pupils talk enthusiastically about learning from Bible stories and consider how fairness impacts their lives. They identify stories which illustrate examples of school values such as 'Daniel in the lion's den' and 'the feeding of the 5000'. Worship is spiritually rich and offers moments of stillness, reflection and prayer through silence, music and storytelling. Singing and opportunities to engage in nature-based activities and reflection areas create a sense of togetherness. Celebration worship enhances the way that pupils' achievements are valued and reinforces a sense of common purpose. Pupils benefit from daily provision for worship which can support pupils' spiritual development. However, leaders' understanding of their consistency is unclear. This is because the evaluation of the varied forms of worship is limited. Partnerships enhance worship, with the positive relationship between the school and local church being very strong.

Vision and School Culture

Rooted firmly in the vision, provision for the wellbeing of pupils and adults enables them to develop and grow well. Younger pupils liken themselves to the seed of the sower, describing how they can 'grow big and learn'.



Older pupils describe how reflection helps them to stop and think. This exemplifies leaders' ambition for everyone to grow. Central to this growth are the strong trusting relationships which enrich the work of the school community. Parents and carers echo the benefit caring relationships bring. Leaders, including governors, ensure staff wellbeing is prioritised. They actively promote staff professional development and provide insightful recognition of the way their work enriches the school. Dedicated calm spaces for pupils to self-regulate support their emotional wellbeing. Play leaders, anti-bullying ambassadors and peer listeners help pupils to live together well. Concerned about the impact of screen time on mental health, pupils initiate 'drop the screen' campaign. The pledge of pupils and families to embrace a greater amount of 'screen free time' has a positive impact. Pupils describe feeling 'free, relaxed and happy' spending more time outside in nature with friends and family. This, and other initiatives, enhance the wellbeing of adults and pupils.

Vision, Justice and Responsibility

Pupils demonstrate a well-developed sense of justice. They independently seek opportunities to advocate for others and challenge injustice. A pupil-led sponsored silence to raise awareness of unequal living experiences and action to support those impacted by a hurricane extend pupil understanding of injustice. These examples evidence the capacity of pupils to actively show the fruit of the spirit values of love, kindness and goodness. Pupils effectively use their voice to take responsibility in seeking justice. Examples are many and include the school council considering equal portion size for school lunches and the climate action group advocating for endangered animals. Partnerships such as with their partner school in Malawi and the Royal British Legion drive pupils to actively help others. Pupils show their personal responsibility to others by living out 'fruit of the spirit' values such as patience, gentleness and faithfulness in pursuit of their actions for justice. In this way, they make a positive impact on themselves, each other, the local community and the wider world. As a result, pupils 'grow in God's love and flourish together'.

Religious Education

RE has a prominent place in the school's work and is highly valued. It enables pupils to grow and develop well. RE's core status is reflected in how the curriculum is strategically planned and the way this is being thoughtfully developed. Subject leadership is keen and knowledgeable. The curriculum nurtures spiritual curiosity and connects learning with belief and life. Stimulating opportunities are created for pupils to reflect on their own and other religious viewpoints. Big questions are explored and opinions shared respectfully. As a result, pupils think deeply and make connections to their own experiences. Pupils enjoy RE and express their views clearly. The importance of faith to believers is voiced. They believe, regardless of religion, 'everyone should be treated the same.' Older pupils strongly express how important it is to learn about different religions so that respect can be shown to each other, and 'we can learn to live together'. Recent updates to the curriculum ensure a greater balance between Christianity, other religions and worldviews. Ongoing training strengthens teachers' confidence and subject knowledge. However, pupils have limited opportunity to explore Christianity as a worldwide faith. As a result, their understanding about this is underdeveloped.

Information

Address	Kixley Lane, Knowle, Solihull. B93 0JE		
Date	2 February 2026	URN	139457
Type of school	Academy	No. of pupils	468
Diocese	Birmingham		
SAT	Knowle Church of England Primary Academy		
SAT Chair	Sarah Covington		
Headteacher	Matthew Stonehill		
Chair of Governors	Sarah Covington		
Inspector	Sally Kaminski-Gaze		