

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Easton Church of England Academy

#### Vision

Our vision is Being Different. Belonging Together.

Our Bible verse is 'Act justly, love mercy and walk humbly with your God.' (Micah 6 verse 8)

This means: Be fair, be kind, listen to God and other people.

Easton Church of England 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 is clear and carefully crafted. It embraces the diversity of belief within this community, whilst honouring the Christian foundation of the school.
- 'Being different and belonging together' is key to daily collective worship (known in the school as community time assemblies). These are sensitively designed so that pupils and staff, regardless of faith background, take part with enthusiasm and integrity.
- Staff build strong and trusting relationships with families. These enable the building of a community of belonging in which pupils and staff flourish.
- Pupils use their understanding of the verse from the book of Micah as the touchstone for their actions. As they grow up through school they refine their understanding of justice. The desire for justice and equity drives the decision making of leaders within the school and Lighthouse Schools Partnership.
- Religious education (known in the school as RWV) is well planned and rigorously monitored. It enables pupils to build secure knowledge of a selected range of religions and worldviews.

#### Development Points

- Develop a secure and accessible understanding of spirituality. This is so pupils and adults can reflect more fully on moments of curiosity and wonder.



## Inspection Findings

### Vision and Leadership

'Being different, belonging together' resonates throughout this vibrant and diverse community. Leaders have, over many years, worked with key stakeholders in the local area to craft this vision. It is short and memorable, but also deep and meaningful. It flows from a clear, shared understanding of what the verse from the book of Micah means and how it can be lived out in daily life. Policies, systems and decisions start with a focus on how they will enable greater unity alongside respecting difference. Governors and trust leaders monitor and evaluate the impact of this vision effectively. They listen carefully to the views of parents, pupils and staff so that they can make changes when they are needed.

### Vision and Curriculum

Leaders in school have worked alongside their colleagues in the Lighthouse School Partnership to develop a new and vibrant curriculum. For example, as pupils progress through school they enjoy expert music tuition. This helps them to discover interests that they might not ordinarily have the chance to uncover. Staff know their locality well and as a result they plan rich and exciting learning. These range from visits to the zoo in the Reception Year, to weeklong university experiences in Year 6. These are vital 'windows' for pupils to see some of the options that are open to them as they journey through life. Pupils are full of curiosity about the world. They ask interesting questions and are keen to discuss their ideas with adults and each other. Leaders have used this as the basis for the school's approach to spirituality. However, its meaning is not fully understood by pupils.

### Worship and Spirituality

Community time (collective worship) happens every day and is radically inclusive of those of all faiths and none. Leaders, including governors, work with thoughtful determination to build a format and structure that allows pupils and adults to take part with integrity. Images of candles and words of welcome are used to mark this time as special and different within the school day. Rooted in the stories of the Bible, pupils and staff consider the values of the school and the way they can help them cope with the challenges and joys of life. Pupils are proud of their roles of responsibility in the community times. These help them to flourish spiritually as they learn to persevere and trust in themselves. Prayer and reflection is skillfully led by staff who encourage pupils to respond in a way that is appropriate to them. Alongside this, pupils and staff talk openly about their different faith traditions. This supports the ethos of community time as a time for all. The local parish church works closely with the school to support all members of the community, regardless of their faith. They lead the 'prayer-tent' initiative. Pupils are keen to sign up and benefit greatly from time to reflect and enjoy calm contemplation.

### Vision and School Culture

Parents, staff and pupils work together to form a community of trusting relationships, because they want to 'be together'. Many pupils join and leave the school during the course of the year. The well-established induction routines focus on them feeling safe and becoming known right from the start. 'Hello' is written on the wall of the entrance in many different languages. This is a visual reminder that there are many differences within the school, but one clear welcome. Staff are well supported by leaders both in school and as part of the wider Lighthouse Schools Partnership. This team approach enables them to make a difference to the lives of the pupils and families. Pupils build warm and appropriate relationships with staff across the school. This means that they can turn to lots of different people if they are worried. Parents also know that they can turn to the school. Staff help them to work with other agencies to get the support they and their children need. As a result, parents recognise that the school knows them and they trust the school to 'do the right thing' for their children.

### Vision, Justice and Responsibility

'Act justly' is at the heart of the vision and the heart of the school culture. Staff at all levels, governors and trustees are passionate advocates for the pupils and their families. Regular 'tea and chat' mornings provide



opportunities for parents to meet each other. Key outside agencies attend, this means parents can start to understand the systems and life of Britain. Staff help to fill in forms with parents so that they can start to get the help they need. Leaders use the vision to 'act kindly' as a basis for the 'calm code' that guides behaviour expectations in school. Pupils try hard to put this into practice, they are generally calm and listen carefully. If things go wrong, there are 'relentless' routines that staff follow. This means that pupils know they will reflect on incidents and work out how to make relationships right again. Pupils learn about what is fair and unfair. As they get older, they start to consider how justice is more than this. They consider what it is to show mercy and how challenging this can be. There are a range of 'jobs' that help pupils to become more responsible. Year 6 mediators work diligently and effectively. They help their peers to be kind and fair as they play together in the extensive grounds.

#### Religious Education

Religion and worldviews (RWV) has a high priority in the school. The change of name is key to parents' confidence that this is an academic subject, with great importance for their children. The curriculum is carefully put together so that pupils build a secure understand of a range of world faiths including Christianity and Islam. Leaders in school work with Lighthouse Schools Partnership staff to check that the curriculum is regularly updated. The Diocese of Bristol supports them well. Training for staff is carefully thought out and valued. Teachers are confident about the content they need to deliver in lessons. Parents are updated on what is to be covered and how. If they have any worries or concerns they talk to teachers. This means that trust develops and all pupils attend RWV lessons. Visits to a range of places of worship, and from people who practice different faiths and worldviews are key to the curriculum. They promote a clear understanding of differences within religious and non-religious traditions. They also consider the points of unity between faiths. This builds up the common life of the community in which pupils live.

Teaching and learning in RWV is effective. Subject leaders are highly aspirational for the achievement of pupils. The diocese and Lighthouse Schools Partnership staff support them well. Reviews of pupil work earlier this year led to higher expectations for the quality of written answers. The impact is clear. Pupils write in detail, with explanations that are age appropriate and perceptive. Respectful discussions are key to the way RWV is taught. Pupils ask and answer searching questions. They analyse a range of religious texts and think about what they might mean to some people who practice that faith. They also consider how non-religious worldviews can impact on decisions people make. As a result, there is secure progression in learning. Assessment is strong and pupils know how to improve their work.

## Information

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|--------------------|------------------------------------------|---------------|--------|
| Address            | Beaufort Street, Easton, Bristol BS5 0SQ |               |        |
| Date               | 23 June 2026                             | URN           | 141110 |
| Type of school     | Academy                                  | No. of pupils | 390    |
| Diocese            | Bristol                                  |               |        |
| MAT                | Lighthouse Schools Partnership           |               |        |
| MAT Chair          | Adele Haysom                             |               |        |
| Headteacher        | David Kooyman                            |               |        |
| Chair of Governors | Helen Diles                              |               |        |
| Inspector          | Lizzie Jeanes                            |               |        |