

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

### Linton Church of England Infant School

#### Vision

'Let your light shine.' (Matthew 5:16)

We nurture our children's individual needs in order to help them flourish in the Christian values of the fruits of the spirit outlined in the Bible verses from Galatians 5:22-23, in order to let their light shine, along with serving one another humbly and loving our neighbours as ourselves.

The values of love, joy, peace, generosity, patience, self-control, gentleness, kindness and faithfulness are explored and promoted in all areas of school life and throughout our school community.

Linton Church of England Infant 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

- Dedicated leaders and governors ensure that the Christian vision to 'let your light shine' is embedded in the life of Linton. This inspires pupils and adults to both value themselves and care for others, enabling the school community to flourish.
- The exceptionally strong partnership between the school and the local church provides a rich and varied programme of collective worship. Consequently, this provision impacts very positively on pupils' spiritual development.
- The school's Christian values underpin a nurturing ethos. The educational and pastoral needs of pupils with special educational needs and/or disabilities (SEND) and those considered vulnerable are given high priority. This creates an inclusive environment that often leads to transformational change for pupils and their families.
- Religious education (RE) is well planned and led. The curriculum is creative, challenging and relevant. Pupils confidently pose big questions about belief and discuss the impact of faith on life.
- Driven by the vision, the curriculum is thoughtfully developed to meet pupils' academic and spiritual needs. It is engaging and offers opportunities to broaden their experience, fostering a love of learning.

#### Development Points

- Extend opportunities in RE to deepen pupils' knowledge of diversity within Christianity. This is to develop their understanding of Christianity as a global, living faith.



## Inspection Findings

### Vision and Leadership

The Christian vision at Linton has been carefully shaped by leaders and governors to ensure it reflects the needs of the school. It provides a clear purpose for developing each pupil's potential. As a result, staff are highly committed to pupils' success. Christian values (the fruits of the spirit) are promoted to help the whole school community live out the vision. A different value, such as self-control, is explored every few weeks in collective worship and then shared with parents and carers. This guides pupils to reference the vision and values, supporting them to make good choices around their behaviour and attitudes. The vision motivates staff to look out for the wellbeing of each other. Consequently, they work together as a strong and compassionate team. Governors are proactively engaged and have a deep understanding of school life. This is evident through planned monitoring and evaluation, regular visits and pastoral support for staff. In this way, strategic decisions are well informed, enabling adults and pupils to let their light shine.

### Vision and Curriculum

Inspired by the vision, leaders have designed a curriculum to enable pupils to flourish. The integration of values across learning impacts positively on pupils' attitudes. They know what is expected of them and strive to uphold the values. Pupils are given many opportunities to explore their emotions and reflect thoughtfully on their learning. In this way, they are enabled to express their feelings and grow spiritually. Learning is enhanced by a range of trips, for example to London, the theatre and the seaside. These broaden pupils' horizons and contribute to their enjoyment of learning. The extra-curricular programme, including sport, art and music, is highly valued by the school community. This enables pupils to develop their interests so that they flourish and succeed. Working with families, staff ensure that pupils with SEND and those considered to be vulnerable access the curriculum through skilful adaptation. This is evident in the way the pastoral needs of individual pupils are met through targeted nurture support. The care and kindness within this intervention enable them to flourish through activities such as art and Lego therapy.

### Worship and Spirituality

Collective worship is inclusive, engaging and imaginatively planned, nurturing pupils' spiritual flourishing. Leaders thoughtfully match the school's nine Christian values to key times in the church calendar and school year. Each value is explored through a variety of approaches, including storytelling, joyful singing, reflection and prayer. This contributes to spiritual growth by reminding pupils of how they should treat themselves, each other and the wider world. References to 'inwards, outwards, upwards' moments and 'I wonder' questions help pupils to reflect on their experiences. Parents and carers are encouraged to support pupils' exploration of values, for example through a kindness challenge. Collective worship is enriched by the exceptionally close links with the local church. This is particularly evident on Fridays, when staff, governors, pupils, parents and carers worship together in St Mary's Church. During these services, pupils take pride in reading personal prayers and readings. These occasions create a strong sense of community and build close relationships between school, home and church. This impacts positively on school ethos and culture.

### Religious Education

The newly implemented RE curriculum is carefully designed to support pupils' learning about a range of world religions. Well-chosen teaching resources enable them to have a good understanding of religious concepts. These are presented as 'big questions', such as 'Why does Easter matter to Christians?' The spiral curriculum allows pupils to revisit topics and develop their knowledge as they move through the school. Clergy assist with the teaching of key topics, such as baptism. Termly RE enrichment days, such as the Christingle and Easter trails,



strengthen collaboration between staff and clergy. This results in engaging and memorable learning experiences for pupils, taking place in both the school and the church. The RE subject leader and staff benefit from training and support from the diocese.

Teaching in RE consistently enables pupils to express their ideas clearly and listen respectfully to others. For example, older pupils confidently recall the key events of the Easter story following their learning experience in St Mary's Church. Floor books demonstrate pupils' creative responses in RE, for example through art, discussions, drama and storytelling. A variety of assessment methods are used effectively to identify pupils' understanding and to inform future planning. Regular monitoring and evaluation of RE by leaders, including governors, ensures they know the subject's strengths and areas for development. Pupils enjoy their learning in RE and are proud of their work. However, as the curriculum is in its early stages of delivery, pupils' understanding of diversity within global Christianity is limited.

#### Vision, Justice and Responsibility

The vision statement to 'love our neighbours as ourselves' challenges pupils to look outwards and contribute to the local community. Opportunities such as litter picking, supporting charities and visiting the local care home help them to show responsibility and serve others. Leaders ensure that pupils' achievements in fundraising and acts of generosity are celebrated. This serves to inspire others and highlights how the school's values can be lived out. Leadership roles, such as on the school council, help pupils learn to act fairly and consider others' needs. Classroom monitor responsibilities further support this by encouraging independence and making a positive contribution to class life. Pupils encounter a range of justice-related issues through collective worship, the reading curriculum and topic work. For example, they explore the importance of creation care and looking after their local environment.

#### Vision and School Culture

The nurturing environment of the school is inspired by the vision and values, creating a strong sense of belonging and teamwork. Adults know pupils well and respond to individual needs with care and sensitivity, including carefully targeted pastoral support. This often leads to transformational change for pupils and families. Staff support pupils in managing their feelings, helping them develop resilience and coping strategies. Pupils work and play together successfully by treating one another with dignity and respect. Their talents are celebrated, helping pupils feel valued and cared for. Leaders maintain a strong presence and prioritise building good relationships with families. Parents and carers are listened to and supported in this caring and friendly school. Wellbeing is a priority for school leaders and governors. Consequently, a supportive culture amongst staff leads to harmony and collaboration. The quality of relationships within the school is particularly valuable when families or staff experience periods of difficulty. Leadership decisions are made to ensure staff development is a high priority. Training is enriched by working in partnership with the diocese and professional networks. The impact of these opportunities is that staff flourish.

## Information

Address	Church Lane, Linton, Cambridgeshire, CB214JX		
Date	9 March 2026	URN	110832
Type of school	Voluntary Aided	No. of pupils	153
Diocese	Ely		
Headteacher	Kelly Harries		
Chair of Governors	Michael Wilcockson		
Inspector	Neil Henery		