

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cheapside Church of England Primary School

Vision

Achieving Our Best, In Thought, In Word, In Deed.

‘Let all that you do be done in love’. 1 Corinthians 14:16

The theological rooting of our vision and values is drawn from the story of the Good Samaritan. Luke 10: 25–37

Cheapside 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 Christian vision to ‘do everything in love’ is a living reality at Cheapside, inspiring many aspects of school life. The associated values are lived out at the school, creating a sense of shared purpose and direction. As a result, pupils and adults flourish.
- Shaped by the vision, the inspiring curriculum, together with a wide range of enrichment experiences, broadens pupils’ perspectives and encourages curiosity. These opportunities help them to develop their unique talents and achieve their best.
- Leaders create numerous opportunities for pupils to take on leadership roles. In this loving and supportive environment, they are empowered to help others by showing kindness and responsibility.
- Guided by the Christian vision, relationships across the school are warm and compassionate, reflecting the example of the Good Samaritan. This fosters a deeply nurturing culture of love and care, enabling members of the school community to thrive.
- Religious education (RE) is a highly valued subject with strong leadership and an ambitious curriculum. Consequently, pupils develop a secure understanding of how different religions and worldviews influence people’s lives.

Development Points

- Strengthen the shared understanding of spirituality across the school. This is to enable pupils and adults to recognise and articulate their spiritual experiences.
- Develop and enhance pupils’ understanding of justice. This is to support them in recognising how positive actions can make a meaningful difference.



Inspection Findings

Vision and Leadership

The parable of the Good Samaritan inspires the Christian vision and its associated values at this warm, welcoming school. This fosters a strong sense of belonging for pupils, staff and families. It unites the school community and is understood even by the youngest pupils. As a result, they are motivated to do their best. Leaders robustly monitor school life with the vision at the centre of all evaluation. This is evident in their bold decisions, for example in staffing recruitment. As a governor explained, 'we never let the vision leave our minds during our decision making'. This sustained commitment enables both pupils and adults to flourish and to care instinctively for one another. Further strategic decisions by leaders enrich the environment. For instance, their investment in the outside area has created exceptional facilities for outdoor play and learning. The beautiful grounds, including an area of forest, allow pupils to discover, investigate and enjoy the natural world. This makes a significant contribution to pupils' wellbeing and spiritual development. Displays in classrooms and around the school celebrate the Christian foundation. They act as a source of stimulation and reflection for pupils and adults to deepen their understanding of the vision.

Vision and Curriculum

The vision to 'achieve our best' shapes and inspires the ambitious curriculum and the rich array of extra-curricular activities. Tailored support and nurturing provision enable pupils, particularly those who have special educational needs and/or disabilities (SEND), to flourish. Carefully planned trips bring learning to life and reflect the local context. For instance, visits to places such as Ascot racecourse, Kew Gardens, Windsor Great Park and the Savill Garden enrich the curriculum significantly. They broaden pupils' horizons and enable them to immerse themselves in a rich tapestry of learning experiences. Visitors, including police officers, firefighters and a Paralympian, help pupils engage and make connections with the wider world. As a result, pupils thrive and enjoy their learning. Spontaneous opportunities for pupils to experience awe and wonder occur, for instance when taking part in outdoor learning activities. These provide moments to support pupils' spiritual growth. However, the school's journey in developing its shared understanding of spirituality is at an early stage, limiting its impact.

Worship and Spirituality

Daily collective worship is an important time for the whole school community to come together as one. Structured around the vision and associated values, it is wholly inclusive, providing a time of stillness and reflection. These cherished moments enrich spiritual flourishing for pupils and adults. The back-lit wooden cross in the hall sets the tone and acts as a focal point for those who gather. Worship encourages individuals to think deeply and reflect on a wide range of significant themes and big questions. Bible stories are brought to life through effective storytelling and drama, linking the school's values to their actions. For instance, the story of the Good Samaritan motivates pupils to be compassionate and to recognise its relevance today. It inspires them to be kind and helpful to others 'even if they're not really your friend'. As a result, pupils live out the vision and values by making connections to this parable and other Bible stories. Clergy regularly lead worship, deepening pupils and adults' understanding of Christian traditions and making a valuable contribution to spiritual development. Music has a central place in worship, allowing pupils and adults to feel a shared sense of joy and celebration. Visits to the local church throughout the year unify the wider school community, fostering a sense of togetherness and spiritual connection.

Vision and School Culture

Guided by the Christian vision to 'do everything in love', leaders give high priority to wellbeing and mental health. They create a culture that promotes aspiration and are strong role models for the whole school community. As a result, relationships are respectful, resulting in pupils and adults feeling loved and supported, particularly in difficult times. Staff wellbeing is addressed effectively through initiatives such as thank you boards,



team get-togethers and access to counselling helplines. Pupils are celebrated and seen as individuals, with beneficial adaptations for those with SEND to support their learning. Inclusion ambassadors look for ways to involve everyone in activities. As a result, pupils, including those who are deemed to be vulnerable, flourish within a loving environment. Parents feel welcome and know they can approach the school if they have questions or concerns. They appreciate that issues are dealt with promptly and acknowledge that 'staff go over and above' to support them. This demonstrates how the vision, and associated values, authentically infuse the loving family feel of the school.

Vision, Justice and Responsibility

Echoing the story of the Good Samaritan, pupils demonstrate empathy and kindness. They show practical care for each other by taking on leadership roles such as buddies, wellbeing ambassadors and school councillors. These roles teach pupils to serve and show compassion towards one another. As a result, they are equipped with confidence to follow the call to 'go and do likewise.' Inspired by the school vision, pupils actively engage in charitable action and support within the local community. Through the curriculum, pupils develop a commitment to fairness. For instance, they learn about how people can trade in a fair way and discuss the ethics of overseas clothing companies. Forest school, gardening and environmental initiatives such as litter picking and recycling, encourage pupils to be active stewards of their local area. They recognise that injustice and inequality exist. However, pupils' understanding of how they can meaningfully challenge injustice beyond charitable giving is still developing.

Religious Education

RE is highly valued and prioritised. The ambitious curriculum challenges pupils' thinking, allowing them to explore a range of worldviews and religions, including Christianity. RE is brought to life through experiences such as drama, art, visitors and celebrations that are deeply rooted within the curriculum. As a result, pupils have a wide range of opportunities to demonstrate curiosity and engagement in their learning. Grappling with key questions enables pupils to explore their own personal worldviews. For instance, discussing ideas such as, 'Is anything ever eternal?', helps them to think critically. They are therefore able to consider different beliefs and perspectives respectfully. The impact of the curriculum is enhanced by the support and training available from the diocese.

RE benefits from strong leadership which ensures that the subject is in line with the vision and context of the school. Teachers develop knowledge through training and professional development. This enables them to be informed and confident in their teaching and delivery of the curriculum. Leaders, including governors ensure that monitoring and evaluation of RE is robust. Assessment systems are effective and carefully planned to support pupils with the next stage of their learning. As a result, pupils, including those with SEND, make strong progress in the subject.

Information

Address	Watersplash Lane, Cheapside, Ascot, Berkshire SL5 7QJ		
Date	20 May 2026	URN	110020
Type of school	Voluntary aided	No. of pupils	172
Diocese	Oxford		
Headteacher	Conrad Martucci		
Chair of Governors	Amelia Robinson		
Inspector	Jenny Earp		