

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wroxton Church of England Aided Primary School

Lampitts Green, Wroxton, Banbury, Oxfordshire, OX15 6QJ

Current SIAMS inspection grade	Outstanding
Diocese	Oxford
Previous SIAMS inspection grade	Good
Local authority	Oxfordshire
Date of inspection	31 January 2017
Date of last inspection	01 March 2012
Type of school and unique reference number	Primary 123091
Headteacher	April Guinness
Inspector's name and number	Toby Long 896

School context

Wroxton is a small village primary school with 96 pupils on roll. Pupils attend the school from a number of local villages and the town of Banbury. Pupils are taught in four mixed age classes. The Headteacher has been in post since 2008. The proportion of pupils eligible for free school meals is broadly in line with the national average. The proportion of pupils with special educational needs and those speaking English as an additional language are broadly in line with the national average. Wroxton will shortly join the Oxford Diocesan Schools Trust (ODST) Multi Academy Trust. This is due to take place in April 2017.

The distinctiveness and effectiveness of Wroxton Church of England Aided Primary School as a Church of England school are outstanding

- Inspirational and passionate Christian leadership from senior leaders in partnership with dedicated staff and governors has enabled Wroxton to flourish and develop as a distinctly Anglican school.
- Pupils across the school have a high degree of understanding and respect for diversity and difference which enables them demonstrate Christian love for and understanding of one another.
- Religious Education (RE) is inspirational and pupils are challenged in RE lessons; as a result pupils achieve highly.
- The school's motto 'Care, Share, Learn and Worship Together' is lived out by all stakeholders and is woven into the Christian foundation of the school.
- The school's approach to support, nurture and develop each child as an individual valued by God enables pupils to meet their potential and thrive in the environment created.

Areas to improve

- Develop the impact foundation governors have on strategic planning and monitoring by establishing a robust recording system for the governor monitoring that is taking place.
- Create reflection spaces within the school grounds to enhance the Christian distinctiveness of the school in recreational as well as learning environments.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

An extremely strong and vibrant Christian ethos is at the heart of Wroxton Church of England Primary School's daily life. The Christian character has a very high profile within the school. All pupils achieve well due to high levels of engagement with Christian values. Regardless of pupil's backgrounds they thrive in this outstanding church school which supports the spiritual, moral, social and cultural development of each child. Pupils have a high degree of understanding and respect for the diverse backgrounds pupils come from. One child said the school 'feels like a family' and this inclusive approach has enabled every child to be part of this family. The pupils have the highest degree of understanding and respect for diversity and difference in other faiths and this is a truly inclusive school. A Muslim parent expressed her joy at being able to participate in the Christian acts of worship at the local Church, knowing that her faith and that of her family was respected, learnt about and understood by the staff and pupils. Pupils are passionate and confident to express their views and thoughts in considerable depth through a rich variety of styles. One example was the prayer a child had written and set to music, which he had recorded and brought into school to share with the whole school community. Positive relationships between stakeholders are lived out through the Christian values upheld in the school and all members of the school community are part of this success. A parent said that when they came to the school with a problem the school showed them 'nothing but love'. The school's approach to support, nurture and develop pupils as individuals enables them to flourish. Christian values have a significant impact on the lives of all members of the school community, but the values are not all directly linked to Biblical texts. This limits pupil's theological understanding of them and their Christian impact. Good Samaritan certificates are awarded to pupils by staff for articulating and demonstrating compassion to one another. Parents speak enthusiastically about the passion staff have for the Christian character of the school and the positive impact it has on the pupils in school and at home.

Through careful selection of charitable works and planning for RE lessons, pupils have some understanding of Christianity as a global faith. They have a high degree of understanding and respect for diversity and difference both within the church and in other faith communities. Displays around the school highlight pupils of different faiths sharing their beliefs and practice with the school. This event was respected and celebrated by all pupils who are rightly proud of the opportunities given to them to share their faiths with peers. Reflection areas in each class make a focal point for pupils throughout the day, but this successful approach is not used in outside areas. Learners are excited about the high quality RE teaching that takes place across the school. RE lessons play a major role in determining the Christian character of the school and wonderfully enable pupils to respect and learn from one another in a safe and nurturing environment.

The impact of collective worship on the school community is outstanding

Collective worship has a profound impact on the whole school community. Great value is placed on collective worship so that all the school community articulate the positive impact it has on their lives. In the act of worship observed pupils carefully described the value of justice linking it to parable of the Good Samaritan demonstrating the pupil's understanding of the values. Worship planning often includes Biblical material. Collective worship themes are inspirational and make clear links to the pupil's high levels of personal spirituality. Through a variety of opportunities to write their own prayers and lead reflections, pupils across the school have a good understanding of personal prayer. Pupils of all faiths were observed to say their own prayers as the Lord's Prayer was said by the rest of the school community. A member of staff said 'collective worship sets the tone for the school day for pupils and adults' and it is underpinned by a termly value which is woven throughout the school.

Anglican tradition is clearly identified enabling pupils to have an excellent understanding of the church year and Christian and other faith festivals, for example the local incumbent talked to the pupils about his robes and stoles explaining how these change with the church year. Learners are encouraged to plan and lead acts of worship both in school and at the local church. Parents spoke most favourably about acts of worship pupils have led and how the themes covered have impacted on their pupil's behaviour at home. Regular opportunities to evaluate worship have led to changes being made, for example, the regular opportunities for pupils to act out Bible stories were highly popular with pupils of all ages. One child said that during collective worship "we share ideas and worship together and it doesn't matter if I think differently to my friend because we learn to respect each other here". Every child agreed with this. Worship has a strong focus on the person of Jesus Christ and pupils spoke about the lessons they had taken from the parables and miracles of Jesus. Learners are aware of God as Father, Son and Holy Spirit and are able to talk about this with some measure of understanding that is age appropriate. A range of leaders including staff, clergy and visitors offer pupils a rich experience of worship.

Monitoring and evaluation by the highly effective collective worship leader is most robust and has led to clear improvements. Governor monitoring of collective worship is taking place regularly and has had a clear impact on developing themes, however, there is not a system in place to record evidence that is observed.

The effectiveness of the religious education is outstanding

Standards of attainment in RE for all learners are at least in line with national expectations and often higher. Every child is inspired by the subject and learns exceptionally well. Pupils are engaged by RE and the big questions used to stimulate learning enable pupils to make excellent progress. For example a unit of work in Year 5/6 on Islam offered every child exciting and thoughtful opportunities to develop outstanding knowledge and understanding of different faiths. Pupils across the school apply a wide range of higher level skills to great effect in the enquiry and reflection of their understanding of the impact of religions studied. Impressive knowledge is demonstrated by every child, for example, a younger child excitedly explained how Jewish pupils light the menorah and what it means to them as Jews. In an outstanding lesson observed pupils were articulating people that inspired them and one child chose their 'sensational teacher'. The child listed with confidence the attributes their teacher demonstrated saying, 'if I get something wrong the teacher will help me because she knows me really well'. Pupils were able to articulate carefully how inspirational Jesus Christ was by his ability to 'preach and share good news'. The pupil's work books are rich with examples of thoughtful questioning and examples of responses to developmental questions posed by teachers. Such opportunities enable pupil's to clearly demonstrate their high level skills of reflection.

The majority of RE teaching is outstanding and is never less than consistently good. Teachers use highly effective assessment systems to inform future planning and ensure that pupils are making progress in the subject. RE has a very high profile within the school curriculum and learning activities in each class provide fully for the needs of each individual. High levels of respect were seen between all pupils as they voiced their view points and shared in learning activities. Parents are delighted with the range of learning pupils come home and talk about. Pupil's levels of understanding of the Christian faith are high and clearly articulated. Links are regularly made in lessons to the school's chosen Christian values and this in turn has a great impact of the spiritual, moral, social and cultural development of pupils. The outstanding RE leader has established rigorous and extensive monitoring and evaluation of the subject since the last inspection. The subject leader has the highest level of expertise. Her vision is to realise ambitious expectations and strive to consistently improve and look for new and exciting ideas to widen the experiences pupils have in RE.

The effectiveness of the leadership and management of the school as a church school is outstanding

One parent said "the headteacher is the walking example of the compassionate nature the school holds for each pupil" demonstrating how leaders have ensured that the school has developed an outstanding Christian distinctiveness. Leaders live out and promote the vision rooted in distinctively Christian values. School leaders know pupils inside out and readily articulate the impact of the Christian values on the lives of each learner. A child said 'I learn about others and myself and learn something I didn't know each day from others'. It is this approach and high standard of understanding, which leaders have enabled for the pupils at Wroxton.

Insightful self-evaluation by leaders has led to systematic improvements across the school in recent years. This self-evaluation involves every member of the school community and leaders are very reflective on the ideas and comments stakeholders provide. Parents, the local church and diocese contribute fully to the school's success. Relationships within the local and wider community are first class and this has great benefit for the pupils. The local church has a strong and effective relationship with the school which enables mutual and substantial benefit to both. Knowledgeable clergy have supported and challenged the school and this will continue to develop as the school joins the Oxford Diocesan Schools Multi-Academy Trust. Parents speak overwhelmingly positively about the impact leaders have on their pupils and rightly acknowledge the Christian character as the driving force behind this ongoing success.

The leadership of collective worship and RE are given high priorities which leads to decidedly effective practice in both areas. Leaders are dedicated to making the school the best it can be for the pupils in its care. The whole curriculum is informed by a distinctive Christian vision that contributes strongly to the outstanding behaviour and attitudes of the pupils. The development of all staff and governors as leaders in church schools is planned strategically with leaders receiving training from the diocese. Governors have supported the school to face challenges with a deeply compassionate approach. The most vulnerable pupils are enabled to thrive with the full support of leaders and hard decisions are made with the school's Christian values at the front of leader's minds. Leaders have created an environment in which pupils have an outstanding sense of belonging to local, national and global communities and learners reap the benefits of this innovation. Leaders at Wroxton empower every child to be a citizen of the world and enable them to acquire great respect for their own beliefs and faith, as well as those of other pupils.