

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

<b>The Ridgeway Church of England Primary School</b>	
Address	West Street, Childrey, Wantage, OX12 9UL
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p><b>'Building for Life'</b></p> <p>At the Ridgeway we aspire to build wisely for life through the strong foundations of care, respect and perseverance in order to develop love, confidence and enthusiasm for life so that every individual can flourish in our joyful, vibrant and welcoming community.</p> <p>This is based on the parable 'The Wise and Foolish Builder' (Matthew 7: 24-27)</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's deeply embedded Christian vision is understood by everyone. It drives leaders' actions, impacts on curriculum learning and supports the daily life of pupils and adults, thus enabling its community to flourish.</li> <li>• Staff have built an exciting and engaging curriculum that ensures all pupils make appropriate progress. However, a whole school approach to spirituality is not fully embedded within school life.</li> <li>• Through high quality provision, pupils are inspired by religious education (RE). The subject has a positive impact on pupils' learning of Christianity and different worldviews which coherently reflects the school's vision.</li> <li>• The recent pandemic and the loss of the global school partnership has limited pupils' opportunities to explore injustice and inequality.</li> <li>• Collective worship is a joyful and reflective occasion. It incorporates the teachings of Jesus and various aspects of Anglican tradition. However, not all pupils have opportunity to lead collective worship.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Embed the shared understanding of spirituality across the school so that all opportunities for spiritual growth are captured.</li> <li>• Enable pupils to develop their understanding of injustice and inequality through engagement with local and global ethical issues.</li> <li>• Expand opportunities for pupils to lead collective worship so that spiritual growth is maximised.</li> </ul>



## Inspection findings

The Ridgeway Church of England Primary School is a joyful, welcoming, and vibrant community. Pupils and adults love their school. They explain how its distinctive Christian vision creates the confidence and enthusiasm for the learning that they experience. Staff recognise the vision as the foundation on which to build pupils' spiritual, emotional and academic experiences. Governors explain with clarity how the vision is the cornerstone of school life, and their actions reflect this. They liaise with school leaders, local clergy, and representatives of the diocese. Consequently, they have developed a clear understanding of current thinking in Church school education. Their support of the school is effective and challenging. As a result, the school's vision threads together strategic decisions, shaping policies and ongoing developments. It is the driving force that enables pupils and adults to flourish.

Collective worship is held in high esteem. Founded on the teachings of Christ, it is recognised as the cornerstone of the school vision, 'building wisely for life'. For example, moments of stillness allow pupils and adults to reflect on how they will build wisely during the coming day. This creates a sense of confidence and love within the Ridgeway community as they learn to live together well. Pupils are invited, but not compelled, to engage in prayer and reflection and to participate in times of singing and stillness. Consequently, collective worship is attended and enjoyed by those of all faiths or none. At the start of collective worship selected pupils prepare the school's altar table. This activity is a simple yet effective introduction to Anglican practices. Furthermore, pupils' experiences of Christian festival enhances their understanding of Anglican traditions. Despite a clergy vacancy, the school has maintained a strong, ongoing relationship with the church community. School leaders and church members collaborate closely. For example, parishioners lead regular collective worship in school. Governors attend collective worship regularly. Through their observations, they are aware of its effectiveness. Additionally, they evaluate worship via conversations with pupils and through questionnaires. Pupils' ideas are listened to and influence subsequent actions. Pupils say they enjoy collective worship and are excited if they are chosen to take a role. However, not all pupils access planning or leading collective worship. Consequently, opportunities for pupils' spiritual development through greater engagement with worship are missed.

Leaders' dedication in constructing a curriculum rooted in the school's vision means pupils find learning exciting and relevant. The curriculum builds on pupils' previous learning and considers the next steps to take. To strengthen further the curriculum, staff have introduced activities to broaden pupils' educational experiences. These include additional educational visits, practical learning opportunities and addressing topical social issues. These initiatives support pupils' academic development and social awareness. As a result, pupils are developing a clear sense of compassion for others. For example, they initiated and carried out charitable activities in support of the Ukrainian crisis. However, pupils' deeper social awareness is hampered by the restraints of the recent pandemic and the loss of the partner school in Ghana. Therefore, opportunities to benefit from national and overseas partnerships are limited. As a result, pupils do not recognise how to influence social change.

The school, urged on by its vision 'building wisely for life', is committed to removing barriers to learning. Consequently, it makes bold financial decisions to support all pupils to achieve. Two excellent examples are the recent employment of a special needs advisory teacher and the provision of funded breakfast club places. Consequently, pupils' specific needs are met through effective support. Likewise, the breakfast club has increased attendance.

Mental health, wellbeing and academic attainment are all equally valued. Academic

successes are celebrated alongside pupils demonstrating the school's Christian values. Hence the environment embraces and celebrates difference. It promotes the belief that everyone is unique and valued and should experience life in all its fullness. Additionally, through expressing its vision of welcome and love for all, the school creates strong relationships across its community. This is characterised by the care and trust between pupils and adults. Consequently, relationships at Ridgeway make a positive contribution to pupils' personal development. Parents and carers agree that consideration for pupils' emotional wellbeing and mental health supports them and their children. Therefore, the school produces emotionally equipped and confident pupils who are ready to embrace all that their community offers.

RE is a strength of the school. It is well led and popular with pupils and reinforces the importance of the school's vision. Enquiry based approaches and varied experiences challenge pupils' thinking. The study of major religions and worldviews promotes respect so that every individual is valued. Thus, RE has a distinct impact on the spiritual, social, cultural and moral development of pupils. Effective support for staff ensures consistency of provision in the subject. Additionally, the school has initiated opportunities to improve practice in RE through collaboration with a local partnership of schools. As a result, pupils are flourishing in RE. Governors have clear understanding of the expectations of RE in a Church school and ensure that these are met. The school's approach to spirituality is not fully embedded or understood. Therefore, while moments exist for pupils to experience spirituality, they are not always recognised. As a result, opportunities to further develop pupils' spirituality are missed.

The solid foundation of care and respect that underpins the school's vision creates a community where everyone is treated with kindness. Staff speak positively of their experience of working at the school. Their determination to live out the school's vision is reflected in their relationships with each other. Furthermore, they have a comprehensive understanding of the vision and this is integral to their approach to teaching. Leaders encourage staff to develop their subject expertise by undertaking new roles that build on their previous experience. Therefore, staff development aptly expresses the school's vision.

By living and working well together leaders, staff, and pupils of Ridgeway school have produced a community that enjoy learning together. Their passion to live out their school vision by building wisely for life, has created a vibrant and joyful community where individuals can flourish.

Information			
School	The Ridgeway Church of England Primary School	Inspection date	27 February 2023
URN	123151	VC/VA/Academy	Voluntary controlled
Diocese/District	Oxford	Pupils on roll	97
Headteacher	Felicity Blockley		
Chair of Governors	Kris Dower Sue Worth		
Inspector	Delia Sheppard	No.	942