

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Francis Church of England Primary School

Vision

Fostering a nurturing and empowering environment where every child is encouraged to flourish and reach their full potential guided by the values of courage, integrity and love.

Living life to the fullest (John 10:10b)

St Francis 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.

Strengths

- Highly committed leaders champion the needs of the families that they serve. They are inspired by the Christian vision to make choices and take action so that pupils and adults flourish.
- The vision shapes an aspirational curriculum. Pupils benefit from the wide range of experiences that the school provides. These engage them and broaden their horizons.
- Inspired by the vision, leaders create a highly inclusive school culture. They plan provision carefully, including for vulnerable pupils and those who have special educational needs and/or disabilities (SEND). Thus, pupils are valued and nurtured as unique individuals.
- The school's partnerships, particularly with its local church, are strong and mutually beneficial. Regular visitors from the church community, including clergy, enrich collective worship. These relationships amplify the impact of the Christian vision by enhancing the wider education of pupils.
- Wellbeing is prioritised across different aspects of school life. The vision is lived out in the strong culture of caring for each other. As a result, pupils and adults thrive in their relationships and personal development.

Development Points

- Further develop the school community's shared language and understanding of spirituality. Use this to plan experiences across the curriculum that nurture pupils' spiritual growth.
- Increase opportunities for pupils to become agents of positive change in the wider community. This is so that pupils understand how they can take action to promote justice.



Inspection Findings

Leaders have a very clear and aspirational Christian vision that responds to the school's context. It inspires leaders in their strategic decision making. For example, they put positive relationships at the heart of the school and this creates a culture of respect and trust. As a result, pupils and adults are valued and encouraged to develop as unique individuals. Governors and school leaders work together to make the vision a lived reality. They monitor the impact of the vision to evaluate how it helps pupils and adults to grow. This leads to improvements, for example, the selection of three school values: courage, integrity and love. Pupils learn about how to live out the vision in their daily lives by finding out about how these Christian values can impact on the choices that they make. The vision-led support of the Oxford Diocesan Schools Trust upholds leaders' commitment to fostering the individual development of pupils and adults. This drives the valuable outreach work that the school puts in place for its community. To this end, staff members take action to support families and champion the best possible provision for pupils.

Inspired by the vision to nurture individual growth, leaders have developed an inclusive curriculum. They carefully tailor this to meet the needs of vulnerable pupils. Adults skilfully support pupils, including those who have SEND. As a result, pupils feel affirmed in their uniqueness and thrive. Leaders have designed an ambitious, outward-looking curriculum that includes vibrant partnership programmes. These broaden and deepen pupils' experiences of art, culture and sport. Therefore, pupils benefit from rich curricular experiences on and off site that nourish the fullness of their lives. The curriculum includes opportunities for spiritual development, for example exploring nature in forest school and creating artworks. Consequently, pupils appreciate the spiritual dimension of life. However, planned experiences to maximise opportunities for individual spiritual responses are more limited. Thus, the power of the curriculum to foster spirituality is underdeveloped.

Collective worship supports the spiritual flourishing of this diverse school community. It is planned around the school's Christian values and how they can help people make good choices. Leaders evaluate impact, give feedback and share best practice. Thus, worship provides rich opportunities for spiritual development. Pupils who have SEND are supported in different ways by adults and relevant resources. As a result, people experience being included in worship. Bible stories underpin collective worship, which is made relevant to pupils' daily lives. For example, pupils understand how stories that Jesus tells about friends helping each other can guide them in their own friendships. Pupils value collective worship as inspiring them. For example, they think about the courageous example of people who changed the world. In class, they deepen their understanding of being thankful during twice-daily timetabled reflections. For adults, themes introduced in worship reverberate throughout the day. For example, they explore the value of integrity to support pupils' personal relationships at playtime. With the diocese, staff members have recently refined a shared understanding of spirituality. This enriches their experience of worship because they can recognise their spiritual responses. Local clergy and church members regularly lead worship. This promotes a deeper understanding of the Bible and how Jesus' teachings enrich people's spirituality. Visits to the church for special services bind the community together and nourish the spiritual development of pupils and adults.

Inspired by the Christian vision, leaders and staff members share a strong sense of common purpose. Leaders prioritise wellbeing. Staff members feel valued and listened to. They are compassionately supported, for example, by the adoption of the trust's coaching approach to professional development. Staff members support their pupils and the wider school community with love and integrity. They know individual pupils and families well, listening and responding to their concerns. As a result, parents and carers feel that their children are safe and their voices



heard. Targeted work by skilful school practitioners fosters pupils' social and emotional wellbeing. This means that pupils are ready to access learning. Pupils are encouraged to reflect on the impact of their actions on the feelings of others. Therefore, they live well together and appreciate each other's individual worth.

The Christian vision creates a respectful culture of justice and responsibility within the school. Older pupils take responsibility for younger ones, including at playtimes. Partnerships with the church are integral to the school community 'living life to the fullest'. For example, the church fosters links with the local sheltered housing that are strong and reciprocal. Residents volunteer at the school and pupils visit the community to sing and play board games. As a result, pupils deepen their understanding of taking responsibility for others. Pupils and adults live out their understanding of fairness and the school has a positive impact in the wider community. For example, pupils donate to the local food bank and staff members provide off-site support for families. Pupils respond enthusiastically to leading initiatives in school, including as school councillors. For example, they promoted the reduction of lunchtime food waste by creating and performing a dance. They understand that they can have a positive effect on others. However, currently, the range of opportunities for pupils to engage with issues of injustice is more limited. Thus, pupils' understanding of how they can take action to promote justice is underdeveloped.

The religious education (RE) curriculum is well resourced and effectively balanced. There is a clear plan for teaching about a diverse range of worldviews, including Christianity. The enquiry-led approach supports pupils' personal development. Leaders are well supported by the diocese and share their updated knowledge with teachers. As a result, teachers are confident about teaching RE lessons. Governors have a positive impact, for example, by gathering pupil feedback that is used to improve the RE curriculum. Pupils understand about respecting the rights of individuals to hold different views. They talk confidently about ways people of different faiths might express their religious beliefs. The curriculum is well sequenced to build on pupils' prior knowledge. This means that their engagement deepens over time. For example, younger pupils act out the Christmas story and older pupils write personal responses to the idea of Jesus as the incarnation of God. Pupils benefit from first-hand experiences of visiting Anglican places of worship. Thus, they extend their knowledge of Christian beliefs and practices. Pupils enjoy RE. Across the school, they develop a secure knowledge and understanding by exploring important questions and expressing their views.

Information

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| Address | Horspath Road, Cowley, Oxford, OX4 2QT | | |
| Date | 11 February 2025 | URN | 150520 |
| Type of school | Academy | No. of pupils | 222 |
| Diocese | Oxford | | |
| MAT | Oxford Diocesan Schools Trust | | |
| Headteachers | Fleur Belcher and Lorraine Wood | | |
| Chair of Governors | James Thorniley | | |
| Inspector | Gillian Scozzafava | | |