



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Loveday Church of England Primary School	
Address	White Post Road, Bodicote, Banbury, OX15 4BN
School vision	
<p>Be kind, be honest and have courage, to live 'life in all its fullness' (John 10:10)</p> <p>Our vision is to ensure that pupils and adults experience growth and have a sense of self-worth, the confidence to be who they are and the resilience to persevere and overcome challenges. We aim for all members of our school community to be inspired and be inspiring, making a positive contribution to the life of others.</p>	
School strengths	
<ul style="list-style-type: none"> • The embedded Christian vision underpins the strategic decision making of all leaders. The Warriner Multi Academy Trust enables effective and supportive partnerships. Consequently, all staff flourish professionally. • Rich learning experiences are rooted in the Christian vision. Leaders support staff to provide a school culture dedicated to inclusion and equity. All are cherished for their uniqueness that creates a loving diverse community. • Collective worship is inclusive and thoughtfully planned. The close partnership with local clergy deeply enriches Church school life. This effectively provides opportunities to learn about Christian teaching and the importance of prayer. • Pupils live the Christian vision that all should be respected. Through their leadership roles, they serve one another and those most vulnerable. • Religious education (RE) is expertly led, providing a well sequenced and balanced curriculum. Pupils are challenged when learning about a variety of religious and non-religious worldviews. This enables them to make progress. As a result of good training, teachers are confident when planning and assessing learning. 	
Areas for development	
<ul style="list-style-type: none"> • Embed opportunities for spiritual development within the curriculum and wider aspects of school life. This is to enrich pupils' life journey and further appreciate all others around them.. • Extend partnerships with a variety of religious communities to further enhance pupils' understanding in RE. 	
Inspection findings	
<p>Leaders live out an inspiring Christian vision that nurtures all with kindness, honesty and courage. Pupils and adults experience 'life in all its fullness' within this positive culture. The school flourishes as an inclusive community, strengthened by its membership within the Warriner Multi Academy</p>	

Trust. Leaders have a deep commitment to the Christian distinctiveness of Bishop Loveday. This also positively contributes to their relationship with partner schools. Governors carefully ensure that their strategic decisions enable educational success whilst supporting all pupils.

Teachers expertly weave the values into the rich and varied learning experiences. Pupils demonstrate positive attitudes towards activities, drawing on their values when challenged. There is a can-do attitude that is encouraged by staff who recognise the needs of individuals. Music is prioritised because it develops pupils and draws the community together. Leaders use funding well, enabling all to have access to specialist tuition. Teachers' workload is supported by robust curriculum plans. These trust wide documents provide consistency and a foundation of aspiration. Pupils are motivated to achieve and know their efforts are acknowledged, for example, through the awarding of stars. The inclusion team has a considerable impact due to their excellent provision and support for families. Creative activities engage the most vulnerable with special educational needs and/or disabilities (SEND). Adults live out their vision when providing appropriate care for those with significant and complex needs. Governors robustly monitor the impact of the vision upon learning experiences. Pupils recognise that diversity is to be celebrated and treat each other well. The organisation of school houses named after courageous role models inspires all. Teachers ensure that curriculum resources reinforce the importance of diversity. Consequently, respect is deepened within the school and the wider community. Learning experiences prompt a spiritual response in pupils. The well defined shared language for spirituality is identified within the planned curriculum. However, further opportunities for spiritual connections with the natural world are limited.

All leaders are motivated by the vision when supporting the wellbeing of pupils and adults. The carefully selected variety of after school clubs develop skills and confidence. Relationships underpinned by the example of Jesus' love, gently nurtures all. The well-defined relationship policy encourages pupils to preserve their own wellbeing and that of others. Restorative conversations are used effectively to ensure that 'a safe, kind, and honest environment' is maintained. Leaders arrange specialist welfare support for vulnerable families challenged by mental health. The 'super sibling's club' provides celebration activities for those who support vulnerable brothers or sisters. Kindness also underpins the development of staff. Effective professional training within the trust develops adults, building confidence. The monitoring by governors evaluates the impact of the vision whilst providing pastoral care.

Collective worship is prioritised because it is intrinsic to the Christian vision. Leaders are committed to providing worship that meets the needs of people from a variety of backgrounds. Careful planning also guides pupils' appreciation of the school's Christian foundation. The close partnership with local clergy enriches the vision and how this extends to the wider community. Families clearly value this relationship. All benefit from the enthusiastic singing. This draws the community together in praise. As a result of recent diocesan training, leaders' understanding of nurturing spirituality is at an early stage of development. Within class worship, pupils enjoy moments of stillness. They readily share how focusing on a glitter jar supports this inclusive contemplation. Pupils sensitively use their senses to experience joy, wonder, silence, their community, and their worth. The vision-inspired, bespoke approach reinforces the language for pupils to use when experiencing spontaneous moments of spirituality. Young worship leaders feel empowered when guiding their peers alongside clergy or teachers. However, they do not regularly plan independently, which limits their contribution.

Partnerships with the trust and diocese clearly enhance the life of the school, leading to improvements. Inspired by the vision, community based relationships are strong. Leaders provide valuable opportunities for pupils to learn how they can improve the lives of others. As a result, the ambassadorial leadership roles identify local charities, for example Katherine House Hospice. The Year 6 badge selling project, to raise money for Ukraine extends kindness to others globally. Leaders

sensitively teach that prayer can be an appropriate response when faced with complex world disasters. Pupils are aware that their choices and attitudes can be a positive change. Their recent project to broaden the range of well chosen books enriches the importance of diversity. Although pupils are clearly benefiting from these opportunities, they do not have an extensive knowledge of global injustice.

The curriculum for RE is challenging and engaging for pupils. It is expertly led with good support from the diocese. The core strands of ‘beliefs and questions, community and identity, and reality and truth’ encourage inquiry and spiritual connection. Teachers are provided with supportive diocesan training, resulting in lessons underpinned by good subject knowledge. The planning for RE is exemplary. This makes good use of specialist resources alongside the locally agreed syllabus. Pupils are presented with creative activities, including opportunities to connect with scripture and religious artefacts. Teachers share accurate and rich vocabulary. As a result, pupils are demonstrating religious literacy appropriate for their age and are making progress. Where Year 4 pupils were using art to explain the Holy Trinity, they provided reasoned explanations. Teachers creatively encourage parents or pupils to share their religious practice. However, engagement with religious communities is limited. Consequently, pupils do not develop their understanding of the impact of beliefs on individuals. Assessment recognises pupils’ achievements and knowledge and their ability to apply previous learning. The governor’s monitoring of RE is effective and supportive. This contributes to the development and flourishing of all abilities.

The inspection findings indicate that Bishop Loveday Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	13 December 2023	URN	144525
VC/VA/Academy	Academy	Pupils on roll	405
Diocese	Oxford		
MAT/Federation	The Warriner Multi Academy Trust		
Head of School	Dee Loader		
Chair	Robert Douglas		
Inspector	Helen Crolla	No.	918