

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chadlington Church of England Voluntary Controlled Primary School

Vision

Let your light shine – imagine, believe, achieve, thrive

Let your light shine.

‘Ye are the light of the world. A city that is set on a hill cannot be hid.

Neither do men light a candle, and put it under a bushel, but on a candlestick; and it giveth light unto all that are in the house.

Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.’

Matthew 5 King James Version

Strengths

- The well-embedded Christian vision is actively lived out by pupils and adults. In this nurturing Church school, the supporting values underpin flourishing relationships.
- Driven by the aspirational vision for every pupil to thrive, there is a powerful culture of care and inclusion. Adults take every opportunity to tailor support so that pupils are happy, engaged and embrace the life of the school.
- Inspired by the school's values, to imagine and believe, leaders are determined to widen pupils' horizons. Whole-school curriculum projects give opportunities for pupils' individual talents to be nurtured and celebrated.
- Pupils take responsibility for each other. Actively supported by adults, pupils are motivated to act positively within their community. They lovingly take care of the environment and demonstrate a willingness to serve others.

Development Points

- School leaders have not ensured that the provision, profile, and priority of religious education(RE) result in an effective curriculum. Therefore, leaders should ensure that the revised RE curriculum is fully implemented so that it is sequential and coherent. This is so that pupils develop a securely embedded knowledge and understanding of Christianity and a range of world religions and worldviews.
- Develop a shared understanding and language for spirituality within the school. This is so that opportunities for spiritual growth are planned and fully explored within the curriculum and beyond.
- Extend pupils' understanding of social injustice. Use this to empower pupils to take action so that they recognise how they can make a positive difference in the world.



Inspection Findings

Chadlington Church of England Primary School has a deeply embedded and treasured Christian vision. A set of recently refreshed supporting values are carefully chosen to serve the needs of this small, rural community. The values of 'thrive, imagine, believe and achieve' are a driving force through which dedicated leaders and staff live out their vision. Inspired for all to 'shine their light', leaders make courageous decisions to enrich and broaden pupils' learning experiences. Inspired by a deeply held commitment to Christian hospitality, the school is welcoming and inclusive. Adults actively embrace the changing nature of the community to ensure that pupils and adults feel valued. Dedicated governors are active in the life of the school. They give considered support and guidance, with the welfare of all at the centre of decision making.

Inspired by the vision to 'let your light shine', leaders have developed a carefully considered curriculum tailored to the needs of the pupils. It offers rich, enquiry-led experiences that foster pupils' curiosity and engagement. Leaders are determined that every pupil has a chance to develop and celebrate their unique talents. Whole-school, cross curricular projects, such as making and releasing a film, spark pupils' enthusiasm and sense of purpose. Pupils grow produce in the school grounds with the intention of providing food. Through this, they understand how they can make a healthy, sustainable food system a reality. A variety of school community activities, trips and residential visits widen opportunities for pupils to experience life beyond their school. Staff and pupils explore and recognise some aspects of spirituality as they arise. Many curriculum opportunities offer times for the pupils to experience awe, wonder and moments of stillness and reflection. However, there is no whole-school, shared understanding or language for this. As a result, opportunities within the curriculum to nurture wider aspects of spiritual growth are not fully developed. Staff have a solid understanding of pupils' learning needs, driven by a commitment to ensure that every pupil thrives. Consequently, pupils with special educational needs and/or disabilities (SEND), as well as those who are more vulnerable, receive the support that they need to succeed.

Leaders are committed to developing an RE curriculum that is of high quality. Following recent monitoring, they rightly evaluated that blocking the teaching of RE was having a negative impact. Lengthy periods between teaching have significantly limited pupils' recall of their learning. For topics that have very recently been taught, pupils are able to show that they understand core elements of Christianity. For example, they understand the significance and meaning behind important parables and key festivals, such as Pentecost. A variety of displays around the school demonstrates that pupils enjoy RE. They respond thoughtfully to the teaching of Christianity and a range of other world faiths and worldviews. However, RE is not taught frequently enough for pupils to gain a sufficiently broad and deep knowledge and understanding. Thus, they are confused about how concepts in Christianity link together. They are uncertain in their understanding of other religions within the curriculum. Leaders have taken active steps to address this and have recently reorganised the curriculum so that RE is taught regularly. This new approach is in the initial phase of implementation and, thus, its positive impact is not securely known.

The school's vision of enabling everyone to thrive underpins a school culture that actively fosters self-belief. The wellbeing of all is prioritised. Leaders appreciate staff members' contributions and support them professionally and personally. Staff benefit from diocesan training, which develops their expertise. A collaborative approach enables the small staff team to take turns in leading school development initiatives. Thus, staff have the opportunity to use their skills, whilst sharing the workload. As a result, the staff are supportive of each other, enthusiastic and creative. Their nurturing approach motivates them to build a culture where every pupil is cherished. Adults are determined that all pupils should have equal access to a wide range of opportunities. Specialised staff give effective pastoral support



for pupils with SEND. Leaders are proactive in responding to the changing needs of their pupils. Recently, staff identified that pupils' social communication skills were hindering their development. Leaders are taking decisive action to address this issue, such as greeting pupils individually each morning and initiating conversations. This builds pupils' confidence and social engagement. The school breakfast club brings together pupils of all ages, encouraging them to play and eat in a friendly atmosphere. This means that pupils begin their school day in a positive way. Parents and carers feel supported, accepted and included, as their concerns and views are actively heard and addressed.

The school's vision of doing good works motivates leaders to create a respectful culture of responsibility to oneself and others. Interactions are based on mutual respect and trust. For example, whole-school curriculum projects offer a valuable opportunity for older pupils to support their younger peers. Pupils understand that they can make a difference to the lives of others through fundraising and making other contributions. They are aware of some aspects of injustice and can discuss how people's lived experiences may differ. For example, they understand that not everyone has enough food to eat. They actively engage in initiatives like recycling uniforms and collecting food for the local food bank. Pupils understand that they have a voice, particularly when addressing local environmental issues. They have presented their ideas to the local parish council. Supported by adults, they have taken positive steps to protect the local hedgehog population. Although pupils help in protecting the environment, they have less understanding of how they can address broader issues of social injustice.

Collective worship is seen as a special time in every day, where pupils and adults 'shine their light' together. The school community treasures this time to be still and reflect. Worship offers the opportunity for spiritual development in different ways, particularly through the power of music. Joyful singing fills the school, lifting hearts and spirits. Worship invites prayerful responses and guided reflection is part of each experience. However, as the school is in the early stages of developing a shared understanding of spirituality, pupils do not always recognise how collective worship deepens their spiritual life. Leaders thoughtfully plan themes, exploring the school's vision, as well as other Christian values, such as compassion. Pupils understand how Jesus' teaching can help them make good choices. As a result, pupils and adults generously support, value and respect each other. There is a positive partnership between the school and its local church. Adults and pupils value church services, when their community comes together, nurturing a powerful sense of belonging.

Information

Address	Church Road, Chadlington, Chipping Norton, OX7 3LY		
Date	25 November 2024	URN	123096
Type of school	Voluntary Controlled	No. of pupils	88
Diocese	Oxford		
Headteacher	Roberta Hornibrook		
Chair of Governors	Jane Turner		
Inspector	Kelly Osborne-James		