

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

### Clanfield Church of England VC Primary School

#### Vision

Rooted in faith; enabling all to grow and flourish.

Our vision draws inspiration from the parable of The Sower, Matthew 13:1-9,18-23.

At Clanfield we aspire to nurture individuals with the power to make a difference. We aim to create 'good soil' for everyone to grow and flourish by promoting faith in themselves, faith in others and the opportunity to consider faith in God. Our vision is to be a place to flourish through hope for the future, compassion for all and the courage to face challenges, to develop our individual talents and grow.

Our vision weaves the values of hope, compassion and courage with our curriculum nutrients of global and ethical community, valuing the whole child, nurture and mental health, enrichment and deep thinking so that our individuals establish roots and flourish.

Clanfield Church of England VC 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

- The Christian vision, deeply rooted in scripture, empowers this highly effective Church school. It drives and guides the life of the school and underpins decision making. Deeply embedded, it enriches the lives of pupils and adults.
- The school's vision and values promote a culture of compassion and respect. Pupils and adults are cherished for who they are. Strong, purposeful relationships enable people to live well together.
- Anchored by scripture, the curriculum is built upon local and global perspectives. This is interwoven with an active culture of justice and responsibility. Pupils thrive and grow due to the curriculum's learning themes and opportunities, likened to the 'good soil' in the parable of the sower.
- Collective worship is a daily highlight. It creates a strong sense of a unified worshipping community. Central to school life, pupils and adults understand the significance of the vision and values for themselves in daily life. It contributes well to spiritual enrichment.
- Religious education (RE) has a high priority in the curriculum. It is well led, challenging and purposeful. Pupils deepen their understanding of Christianity and worldviews. Their spiritual development is enhanced.

#### Development Points

- Explore planned opportunities for spiritual development in the curriculum. This is to support pupils in recognising the impact of the issues they encounter on their own spiritual flourishing.
- Ensure pupils and adults develop a common language of spirituality. This is to enable them to speak meaningfully about spiritual encounters in both the curriculum and collective worship.



## Inspection Findings

This small and forward-thinking school is a place of joy and flourishing. Transformational leadership secures a Christian vision rooted in scripture. Jesus' parable of the sower provides a clear visual image for pupils, a story and a deeply shared purpose. Pupils know that each of them is represented by a seed full of energy and potential. In response, pupils flourish. Determined and conscientious leaders ensure the vision is lived throughout the school. New leadership has brought fresh ideas and energy to the school. Within an environment of compassion, senior leaders ensure that adults and pupils are valued and included. Motivated by the vision, governors make bold financial and organisational decisions. This includes the provision of an outdoor multi-purpose canopied area as a place for quiet reflection and worship. As one pupil expressed, 'The fresh air helps my thinking'. Senior leaders are committed to inclusion. They ensure that pupils with special educational needs and /or disabilities, (SEND) and those disadvantaged or vulnerable participate and thrive. Governors regularly monitor and evaluate the school's work. The outcomes guide their decisions, such as the provision for SEND pupils.

The vision and values shape the curriculum. It is seen to provide 'good soil' in which pupils establish their roots of learning. This learning takes them into countries beyond their local environment where they encounter such issues as deforestation. This widens their understanding of environmental issues. Through the values of hope, compassion and courage, pupils develop self-belief. One pupil remarked, 'Being in good soil gives you all the nutrients you need to grow and flourish'. Within a culture of inclusivity, targeted support removes barriers to learning. Consequently, SEND pupils and those deemed vulnerable thrive. Parents recognise that staff go 'above and beyond' usual expectations. Regardless of their starting points, pupils flourish. Extra-curricular clubs, including outdoor explorers and breakfast club, further enrich pupils' learning experiences. Opportunities for spiritual development in the curriculum are incidental. This limits pupils' spiritual flourishing. A shared language to express spirituality is developing.

Pupils have a keen sense of justice and responsibility expressed through their verbal engagement and energetic action to make a difference. They are eager to be members of the children's parliament so members can, 'have our say and make a difference'. Pupils express themselves clearly and hold strong views on issues such as racism and conservation. This group wrote letters to families raising their awareness and discouraging the purchase of palm oil products. They cite their school's values of compassion and courage as inspiration to guide the treatment of others. They relate this to the number of soldiers from minority groups whose contribution went unnoticed during the second world war. They say this was unjust. Due to the action of members, girls now have an allocated football time on the playground. Pupils are invited to participate in the Social Impact Award. A focus for this included racism issues prompting a letter to parliament

In this highly inclusive school, adults and pupils are well supported and nurtured. They treat each other with dignity and consideration. Staff benefit from leaders prioritising their wellbeing. Consequently, staff feel valued. Their morale is high. Values of compassion and faith in self and others are evident in pupils' approach to one another. They are kind and caring. Provision is made for pupils' wellbeing. Differing needs at social times are catered for with both energetic and quieter activities provided. Consequently, pupils work and play well together.

Inspirational worship is central to school life. It provides an enriching experience. Exploration of the school's vision is at the heart. Values, anchored by scripture, guide worship and enhance spiritual growth. Invitations to be still, reflect or pray are offered. As a pupil said, 'It's good to talk to God'. The lighting of the worship candle and response prayer creates an atmosphere of calm and reverence. Pupils talk with enthusiasm about learning from Bible stories.



They match school values of compassion and courage with the parable of the good Samaritan. When asked, 'What gets you out of rocky soil when things are tricky?' a pupil's prayerful response was, 'make others feel brave to try new things'. Worship provides opportunities for spiritual growth. An adult remarked, 'It helps you to see things in a different way'. Singing is a unifying, joyous and spiritually uplifting. It enriches worship. The vicar regularly leads worship deepening opportunities for flourishing. Worship is conscientiously evaluated. This ensures that it continues to be a meaningful experience for adults and pupils.

RE is led with notable expertise. Pupil engagement is high. As a result, pupils flourish. The subject leader is proactive in sharing training from the diocese. Consequently, teachers use current strategies and resources. This supports the effectiveness of the curriculum. Pupils acquire substantial knowledge due to the carefully planned and sequential curriculum. They encounter diversity of faith, belief and viewpoints in a safe and respectful environment. Pupils have a secure understanding of Christianity as a diverse faith. Younger pupils begin to understand a range of faiths. They know, for example, that Jews worship in a synagogue. Older pupils recognise that learning about faiths contributes to living well together. A pupil remarked that if someone is fasting, they need to know so that they do not accidentally cause offence. Pupils value opportunities to discuss big questions, such as, 'Why is God referred to as 'He'? This contributes well to their spiritual development.

## Information

Address	Main Street, Clanfield, Bampton, Oxfordshire, OX18 2SP		
Date	30 April 2025	URN	123105
Type of school	Voluntary Controlled	No. of pupils	99
Diocese and Methodist District	Oxford		
Headteacher	Kim Rogers		
Chair of Governors	Olivia Hawkins/Zoe Thomas		
Inspector	Sally Kaminski-Gaze		