

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

<b>Clifton Hampden Church of England Primary School</b>	
Address	Clifton Hampden, Abingdon, OX14 3EE
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
We use the parable of The Mustard Seed to express our vision for supporting all to grow and achieve. Together we nurture each other to develop our sense of wonder about the world around us and discover our place in it. We are a collaborative learning community which supports everyone to flourish and succeed. Our aspirations lead us to become curious, courageous and compassionate members of society.
Key findings
<ul style="list-style-type: none"> <li>• The school's Christian vision, linked to the parable of the mustard seed, underpins all aspects of school life. It drives leaders' actions and successfully creates a place where 'courage, curiosity, and compassion' combine to enable its community to flourish.</li> <li>• The school has adopted a new and engaging curriculum to ensure a strong emphasis on deep-thinking and reflection. Opportunities for spiritual development are evident within the curriculum. However, a shared understanding of spirituality has not been adopted and this inhibits the capacity to map opportunities for spiritual growth across the curriculum.</li> <li>• The school's vision underpins a strong commitment to its community. Local partnerships are also strong. However, pupils' opportunities to engage in thinking about and understanding global citizenship in greater depth are limited.</li> <li>• Collective worship is held in high regard and is enjoyed by all. Governors attend worship and feedback their experience to leaders. However, evaluation of worship does not include the views of pupils, staff, or parents.</li> <li>• Pupils flourish in religious education (RE). Subject provision expresses the vision and enables pupils to develop a good understanding of Christianity, world faiths, and worldviews.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Create effective systems for monitoring collective worship in order to evaluate its impact and ensure that everyone's experience is valued and enhanced.</li> <li>• Develop pupils' understanding of global society in the wider world through engagement with global ethical issues in greater depth. This is to ensure that they develop the understanding and skills to become thoughtful and successful global citizens.</li> <li>• Embed a secure and shared understanding of spirituality, so that more opportunities for spiritual growth are harnessed across the curriculum and throughout the school.</li> </ul>



## Inspection findings

As a small rural school, Clifton Hampden is a caring and harmonious community. Its distinctive Christian vision successfully weaves the elements of compassion, curiosity, and courage to create an engaging learning environment. The vision, linked to the parable of the mustard seed, drives the desire for growth and the caring towards pupils and staff. All adults are passionate that everyone should flourish. Governors articulate, with clarity, ways that the vision shapes school life. They ensure it is central to all decisions they make. Each governor meeting ends with the question 'how much of our meeting is reflected in our school vision?' Pupils feel safe and believe it is a happy school. Parents rightly champion the school's inclusive nature as a welcoming family that warmly embrace one another. Staff are generous with their time and commitment to the school. Their caring and compassionate relationships clearly reflect the vision's emphasis on compassion.

The school's vision of working collaboratively, underpins its dedication to its community. Local partnerships are strong. They include enhanced links with the church, the village community, and Dorchester Abbey. The introduction of a warmly-welcomed nursery class has further promoted links with the local community. Through working on projects such as watering local allotments, contributing to food banks and litter picking, the school is recognised as an integral part of the village. Additionally, these initiatives encourage pupils' social awareness and their understanding that they can influence change. Visits to Dorchester Abbey for RE enhancement lessons and festival singing widens pupils' experience of Anglican traditions and British culture.

Clifton Hampden has adopted a new and engaging curriculum to in order to give a strong emphasis on deep-thinking and reflection. Learning includes the use of 'big questions' that fuels pupils' curiosity, courage, and compassion. It is complemented by exciting enrichment experiences such as theme days and forest school activities. Additionally, specialist visitors are invited into school to enrich the learning. Guests have included minibeast handlers during science lessons, and faith leaders in RE. Pupils talk with enthusiasm about these occasions. They promote a sense of awe and wonder, encapsulate the vision's approach to curiosity and increase pupils' confidence. Opportunities for spiritual development within the curriculum are evident. However, a shared understanding of spirituality has not been developed. Consequently, this inhibits the capacity to map spiritual growth across the curriculum. Therefore, opportunities for pupils to develop spiritually are not always recognised. Teaching is adapted appropriately to ensure that every child, regardless of their background or ability, has access to the whole curriculum. Pupils with additional needs are supported by well-trained teaching assistants. Pupils and families in vulnerable circumstances are particularly well cared for. The pastoral care leader works closely with families to support pupils who struggle to attend school regularly. As a result, all pupils' self-confidence, wellbeing, and love of learning flourishes.

Pupils are beginning to develop compassion for the plight of others. For example, they show concern for those affected by the current Ukrainian crisis and more local needs such as inner-city homelessness. In response, staff support pupil led initiatives that encourage them to be agents of social change. However, wider opportunities to respond to global and ethical issues in more depth, involving deprivation and disadvantage, are limited. Pupils do not have the benefit of wider-reaching enrichment partnerships to help develop their sense of global citizenship.

Collective worship is a central feature of the daily life of the school. Curiosity, courage, and compassion are explored through Christian teaching, in a way that expresses the vision. Older pupils are given opportunities to support or lead whole school worship. Pupils of all



ages are encouraged to take a leading role in class worship times. Pupils are invited, but not compelled, to engage in prayer and reflection and to participate in times of singing and stillness. Moments of stillness allow pupils and adults to reflect on the coming day, and where they might grow curiosity, courage, and compassion together. Collective worship creates a sense of love and harmony between everyone. Consequently, it is attended and enjoyed by all. Governors attend collective worship, and feedback is shared with leaders. However, this is not evaluated and equally does not consider the views of pupil, staff, or parent views. Therefore, opportunities to further improve the experience of collective worship for the whole community are missed.

The school maintains an ongoing and productive relationship with the local church. For example, various lessons are held at the church and pupils take part in community activities such as flower arranging. The physical capacity of the school and church restricts parents' regular attendance at collective worship. Nonetheless, parents are invited to Christian festivals such as Christmas, harvest, and Easter. In addition, the school provides virtual access to weekly worship that celebrates pupils' achievements. Parents appreciate these opportunities to be involved. An experienced team from Dorchester Abbey, regularly supports collective worship. This extends pupils' experience of Christianity and differing expressions of worship. Further support from the Abbey's youth and children's services team has enhanced the spiritual experience of adults and pupils. The team have successfully created additional prayer spaces around the school and in church. Pupils now benefit from spaces to experience reflection, prayer, and stillness. The enthusiasm and welcome extended to the Dorchester team is indicative of the school's desire for its community to grow spiritually.

RE offers pupils stimulating opportunities to learn about and reflect upon various religious viewpoints, including Christianity. The study of world religions and worldviews promotes respect so that every individual is valued. Key questions invite a response, in developing pupils in becoming inquisitive and respectful of each other's views. It provides a safe space for them to explore differences. It ensures pupils learn appropriate knowledge and incorporates a range of inquiry approaches. Pupils clearly articulate the importance of RE to understand the culture and beliefs of others. Although faith leaders are invited into school, pupils do not visit different places of worship. This limits their opportunities to learn from culturally diverse communities. The RE leader engages successfully with professional development from the diocese. Moderation of pupils' work ensures consistency and progression.

Clifton Hampden is a welcoming, inclusive, and caring community where adults ensure that pupils can thrive. The parable of the mustard seed unites the school community as a place of learning and growth. By nurturing the seeds of curiosity, courage, and compassion, pupils and adults are enabled to flourish.



Information			
School	Clifton Hampden Church of England Primary School	Inspection date	15 June 2023
URN	123127	VC/VA/Academy	Voluntary controlled
Diocese/District	Oxford	Pupils on roll	87
Headteacher	Hannah Brown		
Chair of Governors	Mark Oughtred		
Inspector	Delia Sheppard	No.	942