



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Grove Church of England Primary School	
Address	Church End, Grove, OX12 7PW

School vision

'Let your light shine' Matthew 5:14-16
 Together we let our lights shine. Our caring and stimulating environment is rooted in love, respect and resilience. As we grow, we encourage ambition and celebrate achievement. Our light shines brighter and brighter for our community, supported by the creative, forgiving and nurturing love of God.

School strengths

- The Christian vision inspires pupils and adults to shine. The values of love and respect are expressed through nurturing relationships. People thrive because they are cared for.
- Leaders craft an effective curriculum based upon the Christian vision and values. They ensure that pupils have access to high quality religious education (RE). Adults shape rich learning activities so that all pupils can achieve their best.
- Collective worship celebrates the Christian vision of God's light and the importance of belonging. It offers moments of spiritual reflection and prayer which allow those gathered to connect with God.
- The school radiates love which supports all to live well. Pupils demonstrate resilience and a willingness to care for others. They recognise the importance of using their gifts to be agents of change.
- Strong partnerships enhance the vision of the school and the bold decisions of leaders. Consequently, pupils flourish and staff shine as a result of their engagement with effective professional development.

Areas for development

- Embed opportunities within the wider curriculum for pupils to use the school's understanding of spirituality. This is so that pupils are enabled to share their individual responses and feelings.
- Support the most vulnerable pupils within RE. This is so that they can express their understanding of a range of religious and non-religious worldviews.

Inspection findings

The Christian vision shines out within the school community because people are encouraged to be their best. Leaders are committed to creating a culture that promotes aspiration and love. This is enhanced by the vision of the Oxford Diocesan Schools Trust (ODST), which places people at its heart. Leaders make careful, strategic decisions in order to provide a high-quality environment. They know their school community well. Dedicated staff live the vision so that pupils are valued as individuals. In turn, this encourages them to reach their potential and shine brightly.



Adults thoughtfully craft a curriculum that allows pupils to deepen their knowledge of the school's values. Consequently, they can express how their learning encourages love and respect for others. Teachers skilfully promote resilience so that pupils can draw on this when challenged. Adults share a commitment to providing pupils with life skills alongside academic success. Certificates reward those who shine for displaying their best. Teachers are dedicated to providing enriching learning activities. For example, linking design technology to Spanish. As a result, pupils share that this helps them shine. Leaders ensure that resources are directed appropriately, allowing the most vulnerable to flourish. No one is left behind or removed from subjects that encourage creativity. This means all pupils are enriched by the wider curriculum. Adults create a culture of inclusion that positively benefits those with special educational needs and/or disabilities (SEND). Sensitive partnerships with families mean there is a deeper understanding of the most challenging needs. This supports parents with strategies at home. Staff are there to guide with compassion and offer a listening ear. Governors act as effective critical friends because they monitor the impact of the vision within the curriculum. Their regular visits and reflective conversations are valued by the staff. This helps the school to support all people to thrive. Adults suggest an effective interpretation of spirituality. Pupils are encouraged to describe spiritual responses within themselves, to others, to nature, or to God. Teachers creatively plan opportunities within learning that help pupils reflect upon their experiences. For example, one pupil could describe his amazement at seeing elephants in the wild. Despite this careful planning, the impact on pupils across the school is less clear.

Leaders carefully plan worship using a rich variety of styles. These enhance the spiritual experiences for those gathered. Joyful songs reinforce the Christian vision and values of the school. Adults use inclusive language which creates a sense of belonging. Pupils enthusiastically share the meaning of biblical stories. They explain how the messages of right and wrong shape their own lives. The pupil worship team sensitively lead their peers to reflect upon challenging issues. As a result, pupils offer deep responses based upon Jesus' teaching. The school engages well with diocesan training. Teachers are using contemplative activities in class but the impact on spirituality is not yet clear. The school's relationship with the local parish is strong. For example, pupils and adults deepened their understanding of prayer when visiting the church. Reflective spaces across the school effectively reinforce the vision and provide a calm space to leave a worry for God.

Adults are deeply committed to living the vision so that people can thrive. Due to the inclusive and equitable culture, pupils are understood and their needs are met. Leaders provide all classes with effective opportunities to learn about the importance of wellbeing. Teachers shape learning activities that support the most vulnerable and build confidence. Dedicated staff organise a breakfast club for those who require a managed start to the school day. Adults ensure that the most vulnerable pupils receive activities to nurture emotional resilience. The development of a quiet area at lunchtime improves playtime for those who prefer a calmer space. In this way, the school lives out its vision, ensuring everyone can maintain their inner light. Pupils behave well towards each other and those who care for them. They are provided with restorative strategies to resolve any disputes. Adults are encouraged to thrive professionally. Staff prosper as a result of the trust's investment in people. Individual skills are shaped, encouraging them to be their best. This partnership also enhances the effective development of senior leaders. Governors show their commitment to promoting good mental health. Their implementation of 'Just One Day' and 'Wellbeing Wednesdays' is appreciated by the staff team. These communicate that all adults are valued.

Pupils are encouraged to use their light for the good of others. The school council choose and enthuse their peers to support specific charities. Locally, the school engages with Sobell House Hospice, raising awareness of specialist care. Teachers skilfully weave prompts for pupils to be agents of change through the curriculum. Consequently, they can understand the plight of refugees by studying Mary and Joseph's escape to Egypt. This deepens their commitment to providing aid to

those in need. For example, Operation Christmas Child. Leaders make considered decisions in order to be agents of change within the school community. Training to help parents understand autism and trauma is well received. As a result, staff shine reflecting the love of God through their support for families.

RE is well-led and promotes the Christian vision. Consequently, there is a progressive and balanced curriculum. The value of respect is effectively woven through the units of work. As a result, pupils reflect this when talking about the views of others. Adults carefully select resources that deepen pupils' understanding of religious and non-religious worldviews. Leaders engage well with diocesan and trust training, which enables teachers to plan confidently. Their subject knowledge is good so pupils benefit from creative learning opportunities. For example, tasting apples and honey for Rosh Hashanah. Most pupils are helped to demonstrate their understanding but pupils with SEND find this more challenging. Teachers invite visitors, such as the Rabbi, to speak about religious beliefs and practices. This deepens pupils' understanding of Judaism. Governors effectively evaluate the planning of RE and apply their knowledge to challenge leaders, This further supports teachers to deliver a high-quality, diverse curriculum.

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

Information			
Inspection date	14 March 2024	URN	140474
VC/VA/Academy	Academy	Pupils on roll	195
Diocese	Oxford		
MAT/Federation	Oxford Diocesan Schools Trust		
Headteacher	Donna Blake		
Chair	Nicholas Cheeseman and Andrew Shapland		
Inspector	Helen Crolla	No.	918