

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Launton Church of England VC Primary School

Vision

I came that they may have life and live it abundantly - John 10:10

Our school is a place where we have the courage to make a difference: where we learn to look after each other and our environment. Our school is a place where we are honest and truthful and where we do good things even when nobody sees. We are friendly and welcoming, inclusive, kind and polite. We do not give up when things are difficult. Our school is a place where we can think and talk about our ideas and discuss big questions, express ourselves, be creative and excited, be safe, supported and challenged.

Launton 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

- Leaders have designed a powerful and deeply embedded Christian vision that is woven into every aspect of school life. This enables pupils and adults to live life abundantly.
- Carefully chosen values, rooted in the vision, have enabled leaders to establish a culture of love and compassion. This ensures that relationships are positive, where everyone is valued and nurtured, differences are celebrated and individuals flourish.
- Thriving partnerships with the local clergy enable the school to provide inclusive and inspirational worship. This provides a treasured time for the school community to come together for prayer, reflection and celebration.
- Strong leadership in religious education (RE) ensures that monitoring and evaluation is robust and effective. Consequently, RE continues to be a dynamic subject that is consistently evolving and relevant to the lives of the pupils.
- The school has created a positive environment where pupils can express themselves and their ideas. This enables them to develop leadership skills and social responsibilities where they can make a positive difference to others.

Development Points

- Continue to embed the new RE curriculum and monitor its effectiveness. This is to ensure that pupils gain a deeper understanding and appreciation of a range of world religions and worldviews beyond Christianity.
- Leaders should further embed the work on the school's shared understanding of spirituality. This is to ensure that opportunities to deepen spiritual growth are fully explored within the curriculum and wider life of the school.



Inspection Findings

The Christian vision of 'I come that they have life and live it abundantly' is deeply rooted at Launton School. It is clearly articulated and well understood, working effectively to provide a solid foundation through which individuals can flourish. Experienced and committed leaders know the school well and conscientiously guide its strategic development, making changes that lead to improvement. Governors effectively monitor and evaluate the implementation and impact of the vision and associated values. This ensures that adults and pupils are fully equipped to take advantage of life's opportunities. Partnerships with the diocese, local church and parents and carers are highly effective. These supportive relationships enable school leaders to make sound, strategic decisions that ensure pupils and adults thrive.

Driven by the vision of being creative, supported and challenged, imaginative learning experiences are offered. A range of networking and training provided by leaders ensures that adults can flourish professionally. As a result, staff are increasing their knowledge and are committed to ensuring that pupils can reach their potential. Vulnerable pupils and those with special educational needs and/or disabilities are well supported and cared for. This enables them to be courageous, develop resilience and successfully engage with school life and the curriculum. Activities, such as gardening, music lessons and sports, enrich the curriculum, offering opportunities for pupils to be successful. Leaders have provided diocesan training on developing a shared understanding of spirituality, which is in its early stages of development. Classroom reflection spaces provide places for stillness and quiet contemplation. Spiritual experiences occur in the curriculum, although these are not always recognised or explored as they arise. This means opportunities to deepen personal spirituality are underdeveloped.

Inspired by the Christian vision, living life abundantly is at the heart of collective worship. Local clergy and school leaders work collaboratively to ensure that worship is well planned and thought out. A rich range of experiences are offered, including class and celebration worship, as well as worship through song. These promote and encourage a broader and deeper level of engagement. All are welcomed to join in worship and are invited to say prayers, allowing time for individual, personal reflection. Pupils are invited to write meaningful prayers in a respectful, loving and inclusive environment. They recognise them as a way to connect with God. Prayer space days offer times for thinking, asking questions and reconciliation. Singing is uplifting and considered an important part of worship. Pupils know that lyrics give important messages. For example, they recognise that the song 'Count on me' is about showing friendship and being compassionate to others. These worship experiences offer opportunities to deepen personal, spiritual growth, although these are not always fully recognised. Values are explored through well-chosen parables, such as The Good Shepherd and The Mustard Seed. These enable pupils to understand the teachings of Jesus and how they relate to school's values and their everyday lives. Services in church for Harvest, Christmas and Easter are valued by the school community. They enable pupils to deepen their understanding and appreciation of the Christian calendar and festivals.

The vision of learning to look after each other empowers leaders to prioritise mental health and wellbeing. Staff clearly enjoy working at the school and offer support and acts of kindness for each other. Leaders have created a culture of compassion and support that is lived out daily. These are given in abundance during difficult and challenging times, ensuring that individuals feel cared for and appreciated. This ethos is modelled by adults and, thus, pupils follow their example. As a result, they feel safe, included and valued. Pupils are clear that they can approach any staff member with concerns and know that these will be acted on. A 'buddy' system enables older pupils to support younger classes, putting the Christian vision of looking after others into practice. There is a



powerful sense of community where everyone is known, nurtured and cared for. New families are quickly welcomed into the warm embrace of this caring school. An enthusiastic and hardworking parent teacher association contributes greatly to school life. Village events, such as creating a curtain of poppies for Remembrance, help individuals to feel connected to those around them. This ensures that the Christian vision continues to be a living reality for all.

Inspired by the vision to make a difference, leaders have created opportunities for pupils to express themselves and their ideas. Teachers carefully craft learning so that pupils can initiate social change. Projects include fundraising for clean water and toilets in poorer nations, as well as donations for the local foodbank. Musical events to support a leprosy charity help pupils to understand that they can make a difference to others. Supporting national charities, such as 'Children in Need' and 'Save the Children' further enhances their learning about world issues. Pupils gain an understanding of caring for the environment through projects, such as bumblebee conservation and building hedgehog shelters. Visits to the Ardley Recycling Centre further enrich learning about the environment. Pupils write job descriptions for a range of roles, including worship monitors and playground leaders. These opportunities enable individuals to develop leadership skills and become more independent. Learning about anti-bullying and racism encourages pupils to respect and celebrate differences. This helps them to realise ways in which they can speak out and tackle injustice.

Shaped by the vision of thinking, talking and asking big questions, RE has high priority across the school. A competent and dedicated subject leader makes certain that teachers are well supported through diocesan training that is up-to-date and relevant. Through effective monitoring, leaders have a clear understanding of the gaps in pupil knowledge. They correctly recognise that pupils' understanding in a range of world religions and worldviews other than Christianity is underdeveloped. As such, leaders have recently introduced a new RE scheme, which is in its early stages of implementation. Pupils can confidently articulate their understanding of difficult concepts, such as the Trinity, saying that the 'Holy Spirit resembles God's power.' They learn a range of Bible stories, such as the Creation story and the Plagues of Egypt. This further enhances their biblical knowledge. A strong focus on philosophy is enabling pupils to ask more challenging questions that spark deep thinking and individual responses. Pupils are passionate about RE, recognising that they learn about different religions so that they can respect the beliefs of others.

Information

Address	Bicester Road, Launton, Bicester, Oxfordshire, OX26 5DP		
Date	19 November 2024	URN	123103
Type of school	Voluntary Controlled	No. of pupils	132
Diocese	Oxford		
Headteacher	Jane Paterson		
Chair of Governors	Sue Wakelin		
Inspector	Paula Shaw		