

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lewknor Church of England Primary School

Vision

At Lewknor Church of England Primary School, the school community will work together to provide a nurturing school environment where all children are passionate about their learning and achieve their full potential. Caring for each other, caring for all aspects of children's health and caring for our futures will be the bedrock of what we do. We will create an exciting and challenging curriculum which will give our children, like the wise man who built his house on rock, the foundations for a happy and successful life.

Lewknor Church of England 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 provides the firm foundations required on which to build high aspirations for pupils and adults to flourish. It is based on a deep understanding of the needs of pupils and the context of the school community.
- Lewknor is a community built on care and love. People are treated with kindness and compassion. As a result, relationships are strong. Pupils and adults feel nurtured and valued for their uniqueness as individuals.
- Pupils flourish by seizing the leadership opportunities offered to them as they grow through the school. These roles develop pupils' sense of responsibility to themselves and one another, resulting in exemplary behaviour.
- An ambitious, well-planned religious education (RE) curriculum motivates pupils to think deeply about and reflect upon a range of faiths and worldviews. This results in pupils who are respectful of the views of others.

Development Points

- Embed a systematic programme of monitoring by leaders and governors to evaluate the impact of the school's recently revised Christian vision. This is to enable effective planning for further improvement as a Church school.
- Agree a shared language for opportunities for spiritual development. This is order to enhance the flourishing of spirituality for pupils and adults through experiences in collective worship and the curriculum.
- Develop pupils' enthusiasm for working for justice. This is to give pupils a greater understanding of their responsibility to have a positive impact on the wider world.



Inspection Findings

Lewknor is a warm, nurturing school where care for pupils and adults fosters a strong community at its very heart. Jesus' parable of the wise builder drives a determination by leaders to secure the firmest base for life. On this bedrock are built high aspirations for learning and personal development. Pupils and adults use the language of 'building on firm foundations' when discussing aspects of school life. These include the curriculum and learning, collective worship and personal development opportunities. This demonstrates how the Christian vision permeates the school and serves as a focus for decision making. Leaders have consulted with pupils, parents, staff and the community to review the school's vision and amend the school values. This has been very recently launched. The vision's biblical basis of 'building on secure foundations' remained constant, reflecting the school's unique and historic context. Pupils articulate clearly the importance of the school's new values - to be passionate, caring, healthy and successful. Leaders were supported by the diocese in ensuring a strong thread from their vision runs through to the new values. The school's Christian vision steers provision that equips pupils and adults to thrive. However, currently there is no monitoring of the impact of the school's vision by leaders. This limits the extent of the vision's impact and restricts leaders' precise development plans for improvement as a Church school.

The basis of the school's vision to build on solid foundations is the core driver of the curriculum. Leaders ensure that learning is well-sequenced and adapted for the needs of pupils and the school's context. Consequently, pupils achieve well. The school's English curriculum is based on high-quality texts, allowing pupils to engage with a range of social and environmental issues. These include the themes of asylum, equality, diversity and sustainability. These deliberately chosen themes enable pupils to think 'beyond the village,' as leaders describe. Likewise, adults show a determination for pupils who are vulnerable or disadvantaged to build on foundations whatever their starting point. Leaders carefully consider support and interventions. They make decisions, driven by the vision, in the best interests of individuals. There is a desire to create a passion for learning, exemplified by one of the school's new values. The curriculum is enriched by visits to the theatre in Oxford, and visitors who talk about their careers, broadening pupils' horizons. Adults identify opportunities for thinking and reflection in the curriculum, particularly in RE, and personal, social and health education (PSHE). Pupils are exceptionally reflective, but do not readily identify this as spiritual development or have a common understanding of its meaning. The lack of a shared language limits the extent to which pupils and adults flourish spiritually.

A foundation of care and love is the bedrock of provision at Lewknor. Pupils and adults describe the kindness and compassion received from leaders, particularly when faced with challenging moments in their life. This results in rewarding relationships and a 'strong community spirit,' as accurately described by one parent. Leaders and staff are alert to one another's individual needs, offering empathetic support. Lewknor is a school where individuals are known and loved. Adults seek to provide what is needed for pupils to have a secure base for a happy and successful life. The school engages with external support agencies, such as occupational therapists and speech and language professionals, to supplement their provision.

Opportunities for pupils to build a sense of responsibility are well-planned. The youngest pupils do their own tidying up, with older pupils assuming class and whole school responsibilities. Roles include table captains in class, whole school house and sports captains, and buddies to younger pupils. Pupils relish these leadership opportunities and understand that, through them, they have a responsibility to be a positive role model. Consequently, they have high expectations of themselves and one another, resulting in exemplary behaviour. Pupils look outward. They collect and distribute Harvest food boxes to a foodbank and the local community. They have



written letters of thanks to local farmers for their care in tending the crops and growing food to eat. Pupils explore global issues of justice through the curriculum, especially texts in English. However, they are not actively engaged in causes for which they want to make a difference.

RE is enthusiastically and expertly led. It has a high profile in the school. Leaders have taken the diocesan scheme of work and adapted it to their context, supplementing it with additional guidance for teachers. Leaders and teachers benefit from diocesan training and support that secures effective practice. The planned RE curriculum ensures that pupils encounter major world religions and non-religious worldviews. This results in pupils who are highly thoughtful and respectful learners. Pupils rightly describe how units develop from straightforward concepts then grow in complexity, 'like a builder building a house'. The RE curriculum is in the first year of a two-year implementation plan. Consequently, pupils have a growing understanding of non-religious worldviews.

Collective worship is welcoming and accessible to those of all faiths and none. Themes are well-planned over each term, linked to the church and school years. This term's theme, 'To boldly go...' explores stories about great journeys and adventurers. This includes St Paul's role in the beginning of the worldwide Christian Church and reflects on pupils' personal journeys in school. This combination of perspectives provides moments for spiritual encounters. Pupils enjoy collective worship and recall texts they have recently explored, such as King David and the Psalms. They relish occasions to sing, which unites the community. Opportunities to think, talk and act on messages heard in collective worship support the spiritual flourishing of pupils and adults. Pupils engage well with these. However, the lack of a shared language around spirituality limits the extent of its impact. The parish church is an extension of the school building and used for collective worship twice a week. This results in pupils, families and staff feeling spiritually connected to the church. A weekly celebration assembly offers parents an opportunity to join the school, uniquely sitting around the church with the pupils. Awards linked to the school's new values are shared and celebrate flourishing.

Information

Address	High Street, Lewknor, Watlington, Oxfordshire, OX49 5TH		
Date	9 May 2025	URN	123128
Type of school	Voluntary Controlled	No. of pupils	77
Diocese/District	Oxford		
Headteacher	Tom Powell		
Chair of Governors	David George		
Inspector	Rob Halls		