



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

Shenington Church of England VA Primary School	
Address	Stocking Lane, Shenington, OX15 6NF
School vision	
<p style="text-align: center;">‘Let your light shine’ Matthew 5:16</p> <p>As a school we aspire to nurture “whole” individuals, children who recognise the value of their own light and are proud of their personal achievements; children that value and respect themselves; and know how loved they are both by God and by others. We aim to develop a Growth Mindset so that the members of our school are able to face the future with hope and aspiration and embrace all that life has to offer.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders have precisely articulated how the vision should be enacted. As a result, the Christian vision clearly shapes all aspects of the school’s work.</li> <li>• Shaped by the vision, the thematic curriculum supports the academic and spiritual development of pupils. Consequently, pupils love learning.</li> <li>• Collective worship is valued by all. Expressing the Christian vision, it provides a range of opportunities to reflect, learn and love.</li> <li>• A deep sense of family and togetherness mean that all have the space, encouragement and support to thrive.</li> <li>• The religious education (RE) curriculum is balanced and well structured. This positively impacts on pupils’ understanding of a diverse range of religions and worldviews, including Christianity.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Extend the active culture of justice beyond the school community so that pupils become courageous advocates for global change.</li> <li>• Implement a consistent approach for pupils to record their learning in RE. This is to support the building of their knowledge and understanding across the subject.</li> </ul>	
Inspection findings	
<p>Shenington expresses its Christian vision effectively across the breadth of its work. This enables the flourishing of pupils and adults. There is a purposeful culture because ‘let your light shine’ is widely understood. Well known values embody the Anglican foundation so that all are happy and included. This openness extends effectively to families and the local community. Pupils have a wide range of opportunities to let their light shine. These include being a ‘leading light’ and a prefect. The school knows pupils extremely well and maintains a very close relationship with families. The daily visibility of staff and termly surveys mean the school responds in a timely manner to ensure that everyone knows they are loved. Extensive and robust monitoring by leaders means there is a collective</p>	



understanding of both strengths and priorities for development.

Pupils see how knowledge is connected due to the thematic structure of the curriculum. Lessons are driven by an engaging enquiry approach. It successfully nurtures a positive growth mindset through its focus on, and celebration of, success. Spiritual development for pupils is threaded throughout. For example, meaningful dialogue in lessons develops a culture of compassion. Carefully selected themes for learning such as 'dynamic dynasties' help pupils build links. The curriculum supports pupils in developing a positive and hope-full view of the world. This is because the vision clearly underpins all curriculum planning. Teaching is well-adapted and provides challenge. This includes those who have special educational needs and/or disabilities (SEND) and pupils deemed vulnerable. When learning is hard there are routines in place to help, such as adapted tasks and additional adults. This means everyone can thrive together. The use of 'forest school' sessions on site supports the spiritual development of pupils. Extensive extra-curricular provision gives space for developing skills in sport and the arts. This expression of the Christian vision ensures the whole pupil is nurtured. Leaders work with staff to set high expectations. Through their roles as class teachers this is also modelled daily.

Pupils thrive in RE because the curriculum is well-balanced. High quality resources are used to inform its design and implementation. A balance of religions and world views are effectively taught which means learning is relevant and diverse. Pupils recall what they have learned and make progress over time. The oldest pupils confidently identify themes and concepts within, and between, religions and world views. Recording of pupil work shows the challenge in what is studied. However, as the work is not all in one place, this makes it harder for pupils to refer to prior learning and secure key concepts quickly. Leaders access training in RE. They support staff so that the quality of provision over time is improving.

Loving relationships are at the heart of the school. Everyone is known, supported and loved to let their light shine. Interactions between pupils are positive. This is because pupils of different ages are encouraged to support one another. This is reinforced by all staff supervising pupil social times during the school day. Good mental health is a priority. Effective support is in place for pupils such as formal emotional literacy support and pupil ambassadors. Wellbeing in the school is deepened by the contribution pupils make. Roles such as sports captains and the school council exemplify this. Governors are committed to the wellbeing of everyone. Leaders actively support training for staff at all levels. Expressing the vision, this means adults can let their light shine in a meaningful way. There is a high level of trust because of the strength of the school community. All willingly contribute, especially at times of challenge for individuals. This sense of loving family is a powerful expression of the vision.

Taking responsibility and working together is threaded throughout Shenington. The strength of the relationship between home and school reveals the Christian vision in action. As a result, there is an open culture that values everyone. Staff respond in the best interests of pupils. This is because they listen intently during interactions with parents and each other. Pupils understand the concept of justice and how that can be lived out. Consequently, values such as compassion and respect frame dialogue when relationships break down. It is also expressed in the regular social action taken such as the support for the local food bank at harvest festival. However, this advocacy is typically focussed locally. This means worldwide perspectives are limited. The school has a positive impact on people's lives with opportunities for collaboration with other schools well established. This includes senior staff delivering training for early years settings, moderation and assistance in transition arrangements. Strong collaboration with the parish positively impacts lives. Worship and the curriculum are enhanced by the regular use of local church buildings. Pupils understand how to take responsibility because of the range of opportunities they are given. Groups such as the eco-council and the prefect system effectively support this.



Worship deepens the spiritual development of participants, who are enabled to flourish. Pupils are inspired by worship. They actively contribute their thoughts and reflections. They understand how to participate and make any prayer their own. Music, such as the joyful school song and the weekly celebration, bring the full community together. Characteristically Christian, the programme is carefully planned by leaders using a range of effective resources. This is enriched by regular parish visitors. Consequently, collective worship fully expresses the school's Christian vision helping everyone to know how they are loved by God and others.

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

Information			
Inspection date	25 April 2024	URN	123273
VC/VA/Academy	Voluntary aided	Pupils on roll	96
Diocese	Oxford		
MAT/Federation			
Headteacher	Sarah Reynolds		
Chair	Catherine Wythe		
Inspector	Andy Higgs	No.	2230