

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shrivenham Church of England Primary School	
Address	28 High Street, Shrivenham, SN6 8AA
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
<p>'All things are possible for one who believes' (Mark 9:23)</p> <p>Shrivenham School gives everyone the opportunity to believe in themselves, others, and God. Through our values of love, hope and courage, everyone at our school will flourish, fulfil their unique potential and positively contribute to the community.</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision 'all things are possible for one who believes' drives day-to-day life and relationships across the school community. However, the impact of the vision is not consistently monitored and evaluated for ongoing Church school improvement. • Relentless inclusion and compassion for all is evident everywhere. Leaders set high standards for ensuring everyone is given the best chance to flourish. • Staff and pupils have a recent but rapidly growing understanding of spirituality. However, explicit planning for spiritual development across the curriculum is not fully developed. • Collective worship is an important part of school life, valued by everyone. It contributes to the spiritual development and inspiration of pupils and adults. • Religious education (RE) is a priority for leaders and has a good profile. Most pupils value RE and have a good understanding of Christianity. Pupils' knowledge of a range of faiths and worldviews is less secure.
Areas for development
<ul style="list-style-type: none"> • Ensure the impact of the vision is consistently monitored and evaluated. This so that the vision fully drives the development of the church school. • Plan and develop specific opportunities for spiritual development across the curriculum in order to encourage, in varied ways, the spiritual flourishing of all. • Extend opportunities for pupils to develop their understanding of a wide range of religions and worldviews so that all feel included and develop an appreciation of religious diversity.



Inspection findings

The aspirational vision of possibility and belief in all, is evident at every level at Shrivvenham. Pupils and adults understand the power of believing in themselves, others and, for some, in God. Challenging and searching considerations lead to inclusion being a strategic and financial priority for leaders. Staff are clearly guided and supported to grow in their work at the school, with many opportunities for leadership and development. Inspired by the vision and the Christian value of service, the headteacher has recently become executive headteacher and is supporting the flourishing of another local school. Governors and staff highly value the work of the leadership team. Reciprocal relationships of support and compassion allow all adults to flourish.

Governors understand and value the Christian vision and the ways in which it leads to flourishing in the school. However, the impact of the vision is not consistently monitored and evaluated. This means the vision is not fully driving the development of the school as a Church school. The school and its leaders have effective and impactful partnerships with the local church and the diocesan education team. Each contribute deeply and meaningfully to the life of the local community. Relationships with parents are strong and many say communication about their children is exemplary. Individual parents rightly report and value transformational support from the pastoral team. This reflects a living and outworking belief in all members of the school community, families included.

The curriculum is driven by a Christian vision of aspiration and possibility for all. Enquiry-based learning ensures breadth and depth and offers a variety of enrichment opportunities. Pupils use the vision of 'anything is possible' to develop resilience and determination in their learning. Staff have recently engaged with diocesan professional development about spirituality. As a result, they are developing activities which show an impact on pupils' understanding of self, others, the world and some understanding of God. However, the development of spirituality is not explicitly planned or embedded across the curriculum. This means that not all opportunities are carefully maximised for the spiritual flourishing of all.

A culture of embracing and including is at the heart of life and practice at Shrivvenham. This results in pupils and adults living well together in an environment built around compassion, forgiveness and respect. Individual provision for all pupils, including those who are vulnerable or have special educational needs and/or disabilities is prioritised by leaders at all levels. 'Inclusive classrooms', with varied sensory and support resources for all pupils, exemplify the Christian vision of equity and success for everyone. Pupils with significant needs thrive and flourish in this school. The pastoral team provide support for the mental health and wellbeing of all staff and pupils. Families receive exceptional nurture and support and describe the work staff do as being 'second to none'. Staff have created new 'zones' for social times to ensure positive behaviour is promoted. Pupils flourish happily in settings where they interact with nature, play sports games with peers, or engage with varied opportunities. Behaviour is of a high standard and where problems arise, they are supported by practices grounded in forgiveness and respect.

The core values of love, hope and courage are a vital and well-loved vehicle for the Christian vision of the school. These are embedded in daily life, and practically exemplify what it means to embrace possibilities and believe in ones-self, others, and God. The innovative 'values in action' project offers pupils the chance to tackle challenges in the three values in school and at home. Values certificates are awarded weekly, highlighting practical role models for these values for pupils. Staff use the language of love, hope and courage in interactions with pupils, for example when discussing friendship issues, or challenging learning. This means pupils



feel loved, confident to make mistakes and are growing in courage to 'have a go'.

The approach to character development gives pupils many opportunities to grow and flourish as whole beings. Pupil leadership in the school and eco-councils, as well as curriculum and worship ambassadors, impacts significantly on participants and school life. Therefore, pupils feel responsible and included. Parents rightly value the many ways their children are listened to and encouraged to speak-out on a range of issues. The curriculum gives pupils a chance to learn more about issues of injustice. They are beginning to understand how they feel about some local and global problems and what they can do to create change. Pupils, parents and staff value and enjoy extra-curricular events to raise money for charity, such as the eco-council 'fashion show'.

Collective worship is valued and prioritised by all, and understood to be vital for the spiritual flourishing of the community. Leaders maintain clear routines for all worship, which is planned and led by different staff members. Everyone is thoughtfully included and welcome, and prayer is always invitational. Singing is joyful and a precious part of worship for all, including parents once in each week. 'Diversity worship' has been introduced to broaden pupils' experience and appreciation of diversity in all forms. Staff use set texts to share stories and offer time for reflection and discussion. Pupils love listening to and discussing the issues arising. As a result, they are more aware of the need for respect and embrace difference. Worship is thought-provoking and inspires pupils and adults alike. Some pupils say worship affects them deeply, such as 'making me a better human' or 'giving the chance to think about God every day'. The worship ambassadors have regular opportunities to plan and lead worship. Consequently, pupils are better engaged in worship as they are inspired by their peers. A feeling of empowerment is developed amongst pupils of all ages.

RE is given priority by leaders and has a good profile. The passionate and knowledgeable subject leader has developed clear plans for the subject and embraces opportunities for continued professional development. There are regular opportunities for discussion and reflection in RE lessons. However, this is not yet a consistently developed approach across classes and is therefore limited in its contribution to further the spiritual development and understanding of all. Pupils have a strong understanding of Christian key concepts, symbols and festivals. Christianity is taught as a global world faith and they develop their learning in this area sequentially. Pupils are less confident in key knowledge of other major faiths and worldviews. They say they would like to learn more about different religions. However, engagement in RE is generally good, which results in pupils of all ages reflecting an enjoyment and value of the subject.



Information			
School	Shrivenham Church of England Primary School	Inspection date	23 June 2023
URN	140293	VC/VA/Academy	Academy
Diocese/District	Oxford	Pupils on roll	199
MAT/Federation	Faringdon Learning Trust		
Head of School	Rebecca Clare		
Chair of Governors	Steve Jenkins		
Inspector	Laura Harris	No.	2202