

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

<b>Hagbourne Church of England Primary School</b>			
<b>Address</b>	Main Road, East Hagbourne, Nr Didcot, Oxfordshire OX11 9LR		
<b>Date of inspection</b>	12 Mar 2019	<b>Status of school</b>	Voluntary Controlled Primary
<b>Diocese</b>	<b>Oxford</b>	<b>URN</b>	123168

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Hagbourne C of E is a primary school with 206 pupils on roll. The majority of pupils are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. A new deputy head was appointed last year. Following the resignation of the last head teacher, the school is currently being led by the deputy as acting head.

### The school's Christian vision

In the parable of the Good Samaritan Jesus teaches us to 'Love your neighbour as you love yourself'. It is from this that we get our key Christian values of Respect, Responsibility, Care and Courage. These provide a stable and caring environment where we are '*preparing each child for their future in an ever-changing world*'.

### Key findings

- Hagbourne is a vibrant learning community which lives and breathes its Christian vision and values. Skilled and dedicated leaders and managers are taking the whole community forward on its journey of improvement.
- Good relationships at all levels enable all to grow together. This is because the school is a loving family whose vision is at the heart of the community.
- High expectations and raised aspirations focus on each pupil as a unique individual. Tailored interventions and strong pastoral systems ensure that the academic and spiritual needs of all are met, so all adults, children and families thrive and flourish.
- Pupils' response to work in religious education (RE) reflects their ability to engage with questions of faith, and extends their understanding of different religions in the world today, although their awareness of Christianity as a worldwide faith is less well developed.
- Invitational and inclusive collective worship is nourishing the spiritual lives of pupils and staff. Pupils are growing in their knowledge of Christian belief and Anglican tradition as well as in their confidence to plan and lead worship. Opportunities for prayer and reflection are, however, inconsistent across classes.

### Areas for development

- Drawing on existing good practice, promote consistency across classes in provision of opportunities for prayer and reflection.
- Extend pupils' knowledge of diversity within Christianity so that they can more fully appreciate the world-wide multi-cultural nature of the Christian faith as part of their own Christian heritage.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

Hagbourne's Christian vision is owned by the whole school community and its values, rooted in the parable of the Good Samaritan, are understood by all. This vibrant learning community is strongly committed to 'Preparing each child for their future in an ever-changing world'. The school is highly inclusive, ensuring that all are valued and supported. Provision, including the planned new outdoor area devoted to science, technology, engineering and mathematics (STEM subjects), nurtures the skills and abilities of every member of the school community. This enriches pupils' spiritual development, as they take delight in the wonders of science and respect God's world and all that live in it.

Leaders are aspirational, and high expectations ensure all pupils progress well and flourish academically, spiritually and socially. The focus on every individual means that everyone gets the chance reach their potential, including the more vulnerable and disadvantaged. Additional support, including one to one provision, is given where needed. This is because the Christian vision is all about the unique individual, supporting their growth and enabling them to flourish. Breakfast club and after school club also support families. As a result, staff can see the results of their labours and gaps in achievement are disappearing.

Governors have addressed areas from the previous inspection very well. The local incumbent, Father Jason, is an active and influential governor. He works tirelessly to ensure that the school's Christian character is understood by all and regularly monitored. Through learning walks leaders effectively evaluate both the school's Christian distinctiveness and academic standards. The Christian values are the major drivers of leaders' strategic decision making regardless of financial implications. Governors are immensely proud of the school community. Strong, caring and supportive relationships allow adults and pupils to flourish. All say that they feel part of one big family and are comfortable approaching the school for support. One parent explained, 'You are always welcomed with open arms.' Despite significant staff changes recently, staff morale is high. Staff feel valued and respected because their wellbeing is considered at all levels of decision making. All staff benefit from well targeted professional development opportunities. This supports middle leadership and the development of future church school leaders.

Inspired by the Christian values, pupils thoughtfully explore disadvantage and challenge any inequality. They readily discuss issues related to injustice and discrimination, challenging stereotypes and identifying ways in which they can 'make a difference'. Year 6 pupils engaged in a mature discussion on poverty and charitable giving, one pupil saying, 'You've got to think about their whole situation, look at what causes poverty, not just give money!' Pupil voice is heard through the school council and the eco council. Running 'the daily mile' and the promotion of recycling are results of their initiatives.

Within the school community, all are welcomed and accepted for who they are. Pupils know and understand the biblical roots of the Christian values of care, courage, respect and responsibility and they demonstrate the values when working or playing together. They use the language of Christian values to explain their responsibilities to others. They speak of not ignoring others and caring for everyone. They readily cite the story of the Good Samaritan, and explain that, 'Jesus told that story to show that we should love others as ourselves.'

Underpinned by the school vision, mental health and wellbeing are prioritised, with staff training and robust policies in place. Reflection is integral to learning across the curriculum, through which Christian values are threaded. This is supported by the provision of 'mindfulness' training for all members of the school. Pupils draw upon this and on the school's Christian values in anxious moments, such as when preparing to rock-climb whilst away on a school visit. Staff recall one pupil advising another, 'Remember to breathe; do the slow breathing in and out. And find your courage.' The pupil later completed the climb, promoting confidence and self-esteem. As a result of this provision, pupils' spiritual and personal development are enhanced.

Daily collective worship is at the heart of the school. In response to the development point in the last SIAMS report, it has, in the words of Father Jason, 'improved massively'. He leads worship once every week. It is led by teachers and occasional visitors on other days, offering some variety in worship styles. Pupils help to plan and deliver worship regularly, both in school and, on Christian festivals such as Easter, in the local church, when many parents attend. Thorough planning for worship supports the school's vision of being inclusive of all. It explores Christian values and themes imaginatively. Pupils participate actively, responding, singing enthusiastically and acting

out stories, so levels of engagement are high. Older pupils describe acting out Bible stories that illustrate the values, such as 'the parable of the talents' in a way the youngest pupils can understand. All pupils contribute to the evaluation of worship. As a result, they understand the various elements of worship and the importance of their views. They say a range of Anglican prayers with confidence and know a collect for each of the values, rooted in a biblical text. They have an age appropriate understanding of the Christian belief in God as Father, Son and Holy Spirit, illustrating this as 'three sides of one triangle'. Prayers written by the pupils are used during worship, and in some classes prayer and reflection take place at other times of day. The garden area is used for private prayer by some pupils. They say they would welcome opportunities for more prayer and reflection during the school day.

The RE curriculum is broad, balanced and appropriate. It meets all requirements for a church school. The carefully planned curriculum expresses the school's vision in preparing pupils for their future in a changing world and includes teaching on the Christian values. Links with other schools and networks ensure that teachers are accurate in their assessment of standards in RE. Progress is monitored regularly and assessed through an established assessment system and staff discussions. Curriculum provision for RE enables pupils to reflect deeply, and confidently give their own opinions. Pupils have opportunities to meet people of various faiths, including Muslims, Sikhs and Hindus. However, their understanding of Christianity as a world-wide, multi-cultural faith is not as well developed.

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