

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Hinksey Church of England Primary School

Address	North Hinksey Lane, Oxford, Oxfordshire OX2 0LZ		
Date of inspection	7 February 2019	Status of school	Academy inspected as VC Oxford Diocesan Schools Trust
Diocese	Oxford	URN	144584

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

School context

North Hinksey is a smaller than average sized primary school with 208 pupils on roll. The school has low levels of religious and cultural diversity and 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 (SEND) is in line with national averages. The headteacher and deputy headteacher are new to post since the previous denominational inspection. The school joined the Oxford Diocesan Schools Trust (ODST) in October 2017.

The school's Christian vision

And now these three remain: faith, hope and love. But the greatest of these is love. 1 Cor 13:13

The school values of faith, hope and love underpin the school's vision:

To provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing.

Key findings

- Honest and robust leadership at all levels, driven by the school's Christian vision, ensures an empowering and transformative culture of success, based on faith, hope and love. This enables all, including the most vulnerable, to flourish and achieve well on the journey towards excellence.
- Virtuous pastoral care in this Christian community is genuinely supportive of pupils and adults and their mental health and wellbeing. Staff tirelessly support one another, the pupils and their families.
- The mutual partnership between the churches and the schools, notably through the dedicated rector, enriches the worshipping lives and nurtures the spiritual journeys of all the community.
- The school benefits from the support of ODST and is beginning to share good practice with other schools in the diocesan family.
- Pupils confidently use prayer and reflection in their daily life and they are beginning to give a thoughtful and eloquent account of key Christian beliefs as part of the big Christian story.

Areas for development

- Deepen pupils' encounter with the rich diversity of Christianity to extend their knowledge and understanding of this worldwide living faith as part of their own cultural heritage.
- Enrich pupils' awareness of how they can be global agents for change and make a meaningful difference in the world today, beyond their local context.
- Extend the gathering and use of pupil feedback on collective worship to inform the ongoing quality of worship offered to the whole school community.

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

Faith, hope and, above all, love truly underpin the work and witness of North Hinksey Primary School. Within an empowering and transformative culture of success, excellent leadership at all levels is driven by the school's Christian vision. This effectively nourishes the mental, spiritual, physical and emotional wellbeing of adults and pupils, enabling all to flourish and achieve well. The 'dependable relationships' with ODST are mutually beneficial. For example, the school benefits from support at governor meetings as well as leadership briefings. It extends to help for personal, social, and health education (PSHE). North Hinksey is beginning to share its good practice in a spirit of generosity with other schools in the diocesan family. This supports Church school improvement well. For the school's link adviser, it is, 'always a joy' to work with this school where honest and robust conversations take place. This school knows itself very well and knows its direction of travel. Committed governors ensure that areas from the previous inspection have been addressed. Policy and practice is firmly rooted in the Christian vision, with its focus on developing the whole person, and very evident in all aspects of school life.

Bold decisions result in a broad and balanced curriculum where wellbeing and spiritual development is as important as academic outcomes. The emphasis is very much on valuing everyone as a unique individual made in God's image. The creative curriculum, allowing pupils to engage and reflect on their learning, is tailored to pupils, enabling them to flourish and achieve. This strong approach to inclusion, within an ethos of care and love, ensures the needs of all are met, including the most vulnerable. All pupils make good progress, with many exceeding national expectations across both key stages. Pupils are accompanied on their journey towards improvement with a huge amount of support. They learn about resilience which results in a feeling they 'can do anything' and subsequently they thrive. Pupils who sometimes find things difficult say, 'You don't go home sad as learning is fun'. Parents affirm this is a safe and loving school. Support structures include 'Relax Kids' as well as 'Pets for Therapy' which enable pupils to 'think about yourself' and 'reflect and relax'. All pupils are motivated to be the best they can be and have a love of learning. Year 6 pupils now have exit interviews which help to shape the evolving curriculum. For example, pupils consistently overcome challenges by focusing on specific learning skills, where trying and thinking is particularly strong.

North Hinksey pupils are great supporters of the Children's Society as well as Remembrance commemorations at local and national events. Their inspired action includes support for Sobell House hospice, developing hope for others as they look beyond themselves. A strong sense of justice and fairness prevails in their concern for world problems, such as pollution. Pupils and adults are keen to make a meaningful difference beyond their local context as global agents of change.

'Adults in school are very supportive and actually care if you are feeling upset'. This comment from a pupil exemplifies the exceptional pastoral care which is genuinely supportive of all adults and pupils and

their mental health and wellbeing. Staff tirelessly support one another, the pupils and their families. Excellent relationships abound, underpinned by faith, hope and love. As a result, staff feel valued in belonging to this family which is 'always there for each other'. The culture is very much one which follows Jesus' teaching to, 'treat others as you would like to be treated'. Parents affirm the staff are 'alive to the importance of each one as an individual'. Vulnerable pupils explain that, 'learning about God and how he helps us' is seen through the faith, hope and love they experience. Governors and staff are very respectful of each other, and if they disagree well, they always come back to the school's vision.

In this welcoming and inclusive school, built on faith, hope and love, staff model respect for all. Counselling and support where needed is offered as an outworking of the school's vision. Pupils know they can go to a trusted adult with any worries or concerns.

Inspired by the school's vision, collective worship demonstrates the strong partnership between the churches and the school. Driven by the church's mission to the school, the dedicated rector has developed a well-used children's liturgy for use in Wednesday worship in St Lawrence's Church. This actively involves the whole school community and its focus on the cross, Bible and candle unites all in prayer. Pupils comment, 'The Bible teaches you lessons on ways to live your life correctly'. Reflection and prayer 'punctuates every day' with a new start and time to think about others. Learning extends beyond the school. For example, some pupils have made and use their own pebble prayers jars when they pray at home. Every day pupils reflect on what they have achieved, and each week a new song is learned. Outdoor and class reflection areas are well used, nurturing pupils' spiritual development well. Parents also meet weekly to pray. The annual Posada and celebration of Christmas and Easter, which includes a Eucharist, are very much part of the fabric of this good Church school. Pupils help to plan and lead worship. Their feedback on worship is gathered to inform future planning, but this is currently limited.

Religious education (RE) enables the school's vision to be anchored in a tangible way which strengthens inner lives. This is because the subject is well led and resourced and provides a safe space where even the youngest pupils can question eloquently. For example, they reflect deeply and ask whether 'angels see Jesus in heaven' and 'Does everyone get baptised?' In RE pupils learn about the Christian belief in God as Father, Son and Holy Spirit, which gives understanding to their experience of worship. For example, they refer to each person of the Trinity in their own words as 'heart warmer, devil crusher and fire lighter'. They speak naturally of Jesus as the incarnation of God. Pupils 'get to listen to other's thoughts and religions different from your own', resulting in them wanting to know more. Pupils meet people from diverse faith traditions in school and in their places of worship. However, their experience of the rich diversity within Christianity is currently limited.

Headteacher	Amy Pearce
Inspector's name and number	Lizzie McWhirter 244