

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

### Streatley Church of England Voluntary Controlled Primary School

<b>Address</b>	The Coombe, Streatley, Reading RG8 9QL		
<b>Date of inspection</b>	18 June 2019	<b>Status of school</b>	VC primary
<b>Diocese</b>	<b>Oxford</b>	<b>URN</b>	<b>109979</b>

<b>Overall Judgement</b>	<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>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

Streatley is a primary school with 94 pupils on roll. The majority of the 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 in line with national averages. The incumbent took up post in February 2019. Ofsted judged the school to be Good in March 2018. A significant number of families worship at the church in the neighbouring parish and this school has close links with the primary school in that parish.

#### The school's Christian vision

'At Streatley together we grow as a tree within our community enabling us to be happy, healthy humans.  
"A tree is known by its fruit" Matthew 12:33. Our school is known by our children.'

#### Key findings

- The school's Christian vision underpins its decision making, its policies and its determination for all pupils and adults to flourish. This is confirmed by all stakeholders in the community.
- Pupils and adults relate well to one another and pupils feel extremely well supported and cared for, describing the school as 'one big family'.
- Pupils behave extremely well and show profound respect for everyone in their community, irrespective of their beliefs or background.
- Pupils are now making accelerated progress from their starting points because leaders have been determined to make and sustain improvements. They develop every child's potential, both spiritually, personally and academically.
- Links with the parish have been greatly strengthened during the absence of an incumbent, largely through a strong relationship with the curate.

#### Areas for development

- Develop pupils' understanding of the differences and similarities in Christian worship in other parts of the world so that they appreciate Christianity as a world-wide faith.
- Extend the system for assessing pupils' progress in RE so that it gives leaders and teachers a more accurate picture of the depth of their understanding and their opportunities for reflection.

## **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**

The headteacher has identified the key priorities to move the school forward in its mission to ensure that all pupils and adults flourish and reach their potential as 'happy, healthy humans'. Her relentless drive has ensured that all pupils are now making good progress, reaching and often exceeding the levels expected for their ages. The distinctive Christian vision is rooted in theology and the biblical quote 'a tree is known by its fruit. Our school is known by its children' is understood by everyone. Even the youngest pupils understand the symbolism of a tree which is made up of many branches and which grows and blossoms. The roots are the skills they learn and the relationships they experience. The concept of looking in a mirror, then through a window, then opening a door is a powerful expression of pupils' spiritual journey through self-reflection, looking out at the world around them and venturing forth into the world to make a difference. Decisions, for example, regarding the use of resources, managing behaviour or attendance, are determined by the Christian vision. This ensures that all pupils and families are always fully understood, supported and encouraged. Leaders are diligent in respecting the mental health and wellbeing of pupils and adults. Staff feel valued, encouraged and given opportunities for professional development. Improvement planning is also driven by the vision and a commitment to strengthening the school's Christian distinctiveness. The impact of worship and Religious Education (RE) on pupils and adults are high priorities for leaders and teachers. RE complies with the Statement of Entitlement and is of paramount importance in the curriculum. The RE leader has strengthened her monitoring role, promoting pupils' knowledge of the Christian faith in a safe, supportive environment. The desire to share best practice and reach out to others with support has led leaders to develop partnerships, for example, with local schools and organisations. The school has strengthened its association with the Diocese to support its self-evaluation and to access training for staff and governors. Staff are well supported in promoting the Christian distinctiveness. Governors, together with pupils, are evaluating this regularly and ensuring that worship follows the school's collective worship policy consistently. The recommendations of the last inspection report have been met and reflect a commitment to continuous improvement.

The curriculum is rich in opportunities for pupils to develop their spirituality along with their moral values. Pupils are encouraged to be aspirational and to develop their sense of responsibility for God's world, for example, as eco warriors. Lessons are interesting and motivate pupils to enjoy learning. Pupils are confident and curious, and readily engage in mature discussions about questions of faith. For example, in Year 3 and 4 pupils talked about the difference between the Christian belief in Creation and the Buddhist belief that there is no beginning or end. Pupils learn about different religions and say this helps them to understand and respect one another, in school and beyond it. They make comparisons and talk about the values religions hold in common. Vulnerable pupils are well supported by adults so that they can progress and gain confidence to flourish. More able pupils are given additional challenge, for example, by answering deeper questions. Through regular visits to the parish church pupils learn about Christian symbols and the importance of church 'furniture' such as the font and pulpit in worship. Pupils make good progress in RE but the current system for assessing and recording their progress does not capture and celebrate the richness of their opportunities for spiritual and moral development. RE meets statutory requirements.

Pupils are encouraged to be aspirational and to make the world a better place. They learn to take responsibility for fundraising and school initiatives such as the creation of a prayer spaces in the school grounds. They talk about the way Christian values influence their behaviour and friendships, forgiving and being reconciled. They raise money for local and international causes in order to show their compassion for those less fortunate and their sense of injustice. Adults encourage pupils to be reflective, resourceful and resilient so that they can use these strategies later in life when they meet challenges. Adults are in tune with pupils' mental and emotional health and regard their wellbeing as paramount, engaging the guidance of other professionals where necessary. All pupils and their families in the school community are completely included. They say, 'Everyone is welcome here.' Pupils see themselves as global citizens, but they have a limited understanding of Christianity as a worldwide faith with common beliefs and prayers. They are increasingly involved in village and parish life and benefit from the support local people give the school.

The respect pupils and adults show one another enables pupils to accept and value difference and form healthy relationships, regarding everyone as made in God's image. Worship is invitational and those of other faiths or no

faith feel accepted and involved. Adults and pupils grow spiritually through prayer and reflection. Worship is very well planned so that a story with biblical underpinning is shared over the week. The curate and staff lead worship so that pupils experience different styles of worship. Music, artefacts and drama are used well to make worship engaging and memorable. The school also welcomes visitors from other local churches so that pupils learn about different traditions and denominations. Pupils learn about the life of Christ, Bible stories, the Christian calendar and festivals. They become familiar with Christian prayers and songs and are aware of the Christian belief in God as Father, Son and Holy Spirit. Pupils write and share their own prayers with their classmates. Joint worship is held with the school in the next parish, for example, at Easter. Worship is evaluated by pupils so that leaders and governors can be sure that it meets the needs and interests of the pupils.

The school's Christian vision for all pupils and adults to grow and flourish has created an ethos whereby pupils are nurtured and encouraged to make good progress. The vision drives leaders to evaluate the impact of RE and worship and also pupils' opportunities for spiritual development. It also prompts them to identify what can be developed further so that adults and pupils continue to flourish. The vision encourages pupils and adults to grow as, 'happy, healthy humans'. Pupils speak of the ways in which they themselves reflect the school's vision, for example, when they are out of school representing it. The community 'knows the school by its children'.

Headteacher	Lesley Roberts
Inspector's name and number	Gill Walley 644