



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Hendreds Church of England Primary School	
Address	Ford Lane, East Hendred, Wantage, OX12 8JX
School vision	
<p>‘Value who we are and who we can become’. ‘I have come that you may have life in all its fullness’ John 10:10</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders have created a powerful vision that is deeply embedded and relevant to the context of the school. It is lived out daily by the whole school community. As a result, pupils and adults are flourishing. • Partnerships between the school, trust and diocese are strong. These relationships are highly valued and enable robust collaborative working to ensure all have the opportunity to thrive. • The diverse and inclusive range of learning experiences offered enables pupils to value themselves and others, living 'life to the full'. • Quiet times of reflection within collective worship provide meaningful moments of spiritual development. Pupils and adults have a personal understanding of what spirituality means. This provides a meaningful language to express the impact of worship on themselves. • Strong leadership in religious education (RE) ensures there is a well thought out and balanced curriculum. This enhances pupils' acquisition of skills and depth of knowledge. 	
Areas for development	
<ul style="list-style-type: none"> • Further enhance staff knowledge of worldviews and religions in line with the new curriculum. This is to strengthen the way teaching deepens and challenges pupils' understanding of a range of views and beliefs. • Extend pupils' understanding of the impact their social actions have on others. This is to enable them to gain a deeper insight into the difference they can make as active agents of change. 	
Inspection findings	
<p>A powerful Christian vision that is ambitious and deeply embedded is at the heart of this welcoming and loving school. Leaders clearly articulate how their thoughtfully crafted Christian vision is contextually relevant to their school and drives their decisions and actions. It empowers school leaders to make strategic decisions, enabling pupils and adults to flourish, living 'life to the full'. Associated values underpin the vision ensuring that pupils are courageous, respectful and kind. ‘The Hendreds’ Spirit’ nourishes this thriving community where all are valued for who they are and who they can become. The Christian vision ensures that robust and fruitful partnerships exist between the school, trust, diocese and local church. A committed and proactive governing body knows the school, and its pupils, well. This dedication, alongside effective monitoring, ensures that the vision is</p>	

central to the school's endeavours. Staff are highly valued and every opportunity is taken to develop them professionally enabling them to grow and flourish.

Leaders are creating a bespoke and diverse curriculum with high aspirations where pupils can reach their potential. Careful deliberation is given to pupils' learning experiences to enhance the impact this has on them. Consequently, they are successfully equipped for future life, valuing themselves, others and the world around them. The wide range of experiences offered contributes to the holistic development of pupils regardless of their needs or abilities. Flexible intervention groups, adaptation of activities and specialist resources are used to support learning. These enable pupils, including those who have special educational needs and/or disabilities (SEND) and those considered vulnerable, to thrive. Learning is further enriched by a range of popular visits, clubs and sports activities. There is a profound sense of spirituality in the school, intrinsically woven through all curriculum areas. The Hendreds' spirituality wheel helps pupils to recognise their own feelings of 'calm and inner peace' and where these moments occur in their lives. The sensory reflection garden and calm areas in classrooms offer individuals the space to be still and reflect. This further deepens the personal spiritual experiences of pupils and adults.

Collective worship is a special and treasured time of the day. It enables all to come together to reflect and think about who they are and who they can become. Opportunities such as lighting candles and saying their class and school prayers help enhance pupils' spiritual development. Reflection and silence are an important part of the day enriching opportunities for the spiritual growth of pupils and adults. Clergy lead worship which strengthens the meaningful and active relationships between the local church and school community. Pupils are thoughtful and show insight explaining the relevance of the key messages to themselves and others. Worship in church, such as Harvest, Christmas, Easter and a leavers' service are cherished times for pupils and adults. These give pupils a deeper understanding of the Christian festivals and Church seasons. Parents join the school for worship on 'open doors' days which are valued moments to bring the school 'family' together. 'The Hendreds' Spirit' ensures pupils and adults feel their successes are recognised, valued and celebrated.

Inspired by the Christian vision, leaders create a positive culture where all are treated well. A devoted staff team work tirelessly to provide nurturing support for pupils. This heightens their sense of being loved and knowing they are genuinely valued. Pupils are polite and behave well in school. At social times pupils 'look out for one another,' showing respect and kindness to each other. They reflect on positive relationships and rightly say that friends listen to you, are respectful and trustworthy. Their deep love and care for each other clearly demonstrates the vision in action. Pupils are encouraged to look after their emotional, mental and physical health. They can take up gardening or drawing therapy. Consequently, pupils enjoy coming to school and love learning.

Leaders forge an outward looking community that encourages its pupils to develop a sense of self and social responsibility. Opportunities to serve the school community as 'watch dogs', 'worship leaders' and 'school council' enhance pupils' leadership skills. Year 6 buddy up with the youngest children known as the 'tiddlers,' looking after them during their first year. This keen sense of moral purpose has a positive impact on ensuring pupils grow and thrive, valuing who they are. Leaders encourage pupils to care for others and the world creating a strong sense of social responsibility throughout the school. They actively live this out through litter picking, paper recycling and separating waste into different bins. Pupils regularly visit a local care home to take part in a range of activities with the residents. This supports their health and emotional wellbeing, helping them to understand how they can connect to other people. Active links with a school in Uganda provides pupils with a global understanding of what we can learn from each other. They are encouraged to compare similarities and differences and therefore understand that people value different things. The school council fundraises through a number of creative days which they plan, supporting a

range of charities. However, pupils' understanding of how they can challenge injustice and be active agents of change is less developed.

Strong leadership in RE ensures the curriculum is well-planned and relevant to pupils' lives. Training provided by the diocese for the RE leader is effectively shared with other staff members. This enables teachers to plan and teach high quality learning. Ambitious staff are keen to deepen their knowledge of worldviews and religions so they can further challenge pupils' understanding. The updated curriculum is well-balanced, however, the overall impact of this is not clear as it is not fully embedded. Pupils recall their learning in RE with enthusiasm and in some detail. They have a good understanding of Bible stories and recognise symbols from religions and worldviews. A range of visitors and trips to the local churches offer rich immersive learning experiences about different faiths and views. Recreating a visit to a Hindu temple in school enhanced pupils' knowledge, reinforcing the learning which came from the experience. RE strengthens pupils' questioning and reflection skills, deepening their understanding of views and beliefs. As a result, they show respect for the views and opinions of others. Teachers assess learning through responses to challenging questions that require a deeper level of thinking. Guided by the Christian vision, monitoring by leaders, including governors, is effective. Where changes have been made, this positively impacts on pupils' learning. This extends the way that the vision directly enhances the Christian foundation of the school.

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

Information			
Inspection date	29 April 2024	URN	140473
VC/VA/Academy	Academy	Pupils on roll	145
Diocese	Oxford		
MAT/Federation	Oxford Diocesan Schools Trust		
Headteacher	Lisa Rees		
Chair	Kathy Winrow		
Inspector	Paula Shaw	No.	2245