

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chacombe CofE (VA) Primary Academy

Address Thorpe Road, Chacombe, Banbury, United Kingdom, OX17 2JA

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

Requires Improvement

The effectiveness of religious education (RE)

Good

School's vision

'With God everything is possible' (Matthew 19:26) We aspire to ensure that all of our children leave knowing that, with God's support and guidance, all things are possible. Through care and encouragement, our children are helped to develop and flourish in their own unique way

Key findings

- The school's Christian vision is lived out across the school community, creating a nurturing environment in which pupils flourish. However, governors are not yet fully strategic in their monitoring of the vision.
- Pupils feel safe and supported in their school because staff encourage them to believe that "with God all things are possible". All staff encourage spiritual development via planned and unplanned opportunities for reflection.
- The school has remained true to its Christian vision during periods of difficulty and has worked hard to support the most vulnerable. Pupils and adults flourish despite difficult circumstances because the school is proactive in living out its Christian vision.
- Pupils enjoy participating in staff-led collective worship, however pupils do not yet plan or lead worship.
- Pupils flourish because Religious Education provides a safe and supportive learning environment where they can make informed decisions about their own beliefs.

Areas for development

- To develop pupil involvement in the planning, leadership and evaluation of collective worship in order to enable pupils to engage more deeply with the Anglican tradition and its application in daily life.
- To ensure that governors and senior leaders implement more robust systems and processes to evaluate and celebrate the effectiveness of the school as Church school.
- To review, implement and evaluate new ways of recording pupil learning in RE in order to maximise the effectiveness of monitoring of the existing rich and engaging curriculum.

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

There is a tangible sense of nurture and care within the whole school community at Chacombe. Staff and senior leaders encourage and support pupils to achieve their potential both in and out of the classroom. This support ensures flourishing of pupils and adults in line with the school's Christian vision. As a result, pupils are motivated to celebrate the good in each other, which promotes respectful and courteous relationships. Pupils flourish, because governors and senior leaders allocate funding sensitively, support curriculum changes and are dedicated to a culture of nurture. Governors are deeply committed to spiritual and mental wellbeing for all. They work closely with senior leaders to promote the school's Christian vision at strategic level. The Christian vision underpins governing body decision-making processes. However, associated systems and processes of monitoring and self-evaluation of the school's Christian vision are currently not sufficiently robust.

Adults' commitment to pupils' flourishing means that pupils are confident orators, keen to share their opinions and eager to participate actively in school life. Pupils benefit from a well-planned and tailored curriculum, some of which has been planned collaboratively across the MAT schools. Prayer spaces in each classroom encourage pupils to engage in spiritual thought at any time of the day. Pupils use these co-created spaces regularly, articulating concerns, problems and thanks, through prayers and drawings. Although there is no formal definition of spirituality, staff have a deep understanding of the role of spirituality within the context of a Church school and support pupils accordingly. Staff flourish because they are given freedom and are trusted to tailor the curriculum with local content. The school's Christian vision drives a collegiate approach to the curriculum. Senior leaders have taken swift steps post-pandemic to ensure that staff are able to attend training, which supports flourishing. The Christian vision impacts upon school improvement via staff collaboration and peer support. Leaders at all levels are pro-active in sharing new teaching and learning ideas with colleagues in a mutually supportive way.

The school works tirelessly to ensure that all pupils can access learning at their own pace, including those with special educational needs (SEN). The introduction of mastery approaches in mathematics has heightened aspiration according to the school's vision, supporting all pupils to succeed. As a result, the same approach is being modelled in other subjects so that 'anything is possible'. Outdoor spaces, whilst compact, are vibrant and stimulating because leaders have prioritised pupils' physical development in line with the Christian vision. Garden areas stimulate and inspire conversations about God's creation when outside. Leaders have also made social development a priority, reintroducing extra-curricular activities as soon as possible, post-pandemic.

Pupils' understand the vision, hence they are polite, respectful, friendly and curious with a keen sense of fairness and justice. Pupils enjoy their learning, are proud of their written work and relish opportunities to work in groups. Older pupils are given opportunities to lead, enabling them to live out the school's vision as role models. They act as buddies for younger pupils and are offered leadership opportunities in Key Stage 2, which supports their flourishing.

The school's vision creates a culture where all feel welcome. A visiting teacher was keen to explain that the ethos of the school meant that visits were like 'coming home'. Parents recognise the impact of the school's encouraging and caring environment. Parents appreciated flexible provision for those who were managing complex vulnerabilities during periods of lockdown. Welfare checks also ensured that the school supported flourishing at home during this time. Parents value the opportunities offered to pupils to learn about diversity within the curriculum. The school's Christian vision acts as a vehicle for pupils to know that 'it is ok to be who you are'. The school promotes a range of charitable activities, including global, national and local issues requiring action. One outcome of this is that pupils still write to pen-pals from the local care home, which commenced during the pandemic. Whilst pupils enjoy contributing towards and volunteering for activities supporting good causes, there are comparatively few pupil-initiated acts of courageous advocacy. Instances of bullying are rare. School leaders support pupils to work towards reconciliation according to the school's Christian vision when relationships become difficult.

Religious education has a prominent place within the curriculum and pupils enjoy lessons because the curriculum is rich and engaging. RE content is based upon the local diocesan syllabus. It enables pupils to learn about key religious concepts from multiple perspectives. School leaders have created a culture of safe spaces for pupils to ask big questions about the world and to shape their own personal worldview. Muslim pupils enjoy being asked about their own religion in lessons and are keen to talk about their family's faith. As a result, pupils are knowledgeable and respectful about different religions and religious literacy is high. Pupils also enjoy the varied ways in which teachers make learning personalised and relevant. Drama, artwork and creative writing all support pupils to make good progress in RE. However, it is sometimes difficult to separate out RE content from other curriculum topic content in pupils' writing books.

Collective worship follows the Anglican tradition. Some pupils find collective worship 'helpful', but the impact of collective worship is not always clearly articulated. Some children understand that they can adapt prayers to fit their own beliefs. Muslim parents value their children's inclusion in collective worship, as it encourages them to 'respect their own religion'. Pupils enjoy listening to stories from the Bible. However not all pupils fully appreciate how Bible stories can support them in their own lives regardless of their own beliefs. Pupils support with some of the logistical aspects of collective worship. They read prayers, bring in the cross, candle, altar cloth and Bible and support with technology. However, pupils are not yet actively involved in the planning, leadership and evaluation of collective worship. During the pandemic there was limited provision for collective worship to be accessed remotely. The school has a positive relationship with the Anglican church and Methodist chapel in the village. The local vicar leads collective worship in school in a regular pattern. The school now holds weekly services in the church to facilitate parental attendance at celebration worship. This is a joyful expression of the school's Christian vision and associated values, accessed by the wider school community.



The effectiveness of RE is

Good

The RE curriculum is well-planned, rich and engaging. Pupils enjoy learning about and comparing a wide range of religious and non-religious worldviews. Teaching and learning draws upon a variety of creative and personalised approaches to create a calm and safe space for pupils to consider their own beliefs. Pupils have a good sense of their place in the world. As a result, progress in RE is good.

Contextual information about the school

Date of inspection	30 June 2022	URN	140058
Date of previous inspection	06 May 2015		
School status	VA	NOR	093
Name of Multi Academy Trust or Federation	ECAT		
Diocese or Methodist Circuit	Peterborough		
Headteacher	Miss Kathryn Crawford		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	The school belongs to a small Church multi-academy trust (MAT) of four voluntary aided (VA) academies. The Headteacher currently leads another VA school within the Trust.		
Inspector's name	Caroline Vinall	No.	2107

