



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

Oldswinford Church of England VC Primary School	
Address	Field Lane, Oldswinford, DY8 2JQ
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	Excellent
The impact of collective worship	Excellent

School's vision
<p>'Believe, achieve and shine brighter together'</p> <p>We believe there's a light that shines within us that has been given by God. We should use it to help us achieve great things. We believe it's our job to help that light to shine in all that we do and try to do.</p> <p>'Everything is possible for one who believes' Mark 9:23</p> <p>'Whatever you do, work at it with all your heart' Colossians 3:23</p> <p>'Let your light shine for others, so they may see your good works' Matthew 5:16</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's Christian vision is firmly embedded and lived out by all members of the school community. This results in innovative and imaginative practice that enables all pupils to flourish and transforms their lives.</li> <li>• Leaders are inspirational in the way in which they deliver the Christian message through nurture, compassion and tailored provision. Consequently, pupils' behaviour is excellent and they are empowered to reach their full potential.</li> <li>• Caring and loving relationships underpin the mental health, wellbeing and security that enable all to give of their best. Pupils feel empowered to advocate on behalf of others.</li> <li>• Collective worship is inspirational and at the heart of school life. It contributes deeply to the spiritual development of both pupils and adults. This means that pupils reflect deeply and respond maturely to big questions.</li> <li>• Inspirational religious education (RE) lessons result in pupils thinking deeply about theological issues. Passionate leadership supports excellent teaching, consequently, all pupils make exceptional progress and are highly enthusiastic about RE.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Cultivate opportunities for Oldswinford to promote excellence across the diocese and farther so flourishing occurs beyond the school.</li> <li>• Continue to strengthen diversity across the curriculum to enable deeper understanding of other cultures.</li> </ul>



## Inspection findings

The shared Christian vision, its biblical roots and associated values ooze out of every pore in this school. It came about through a shared voice, helping to unite the school community following turbulent times. The headteacher articulates that it was important as part of the healing process that all stakeholders were involved in this process and had a voice. It is readily voiced by all that the Christian vision and values have a transformational impact on daily life at Oldswinford. Lives are changed through bold decisions made by leaders and governors directly linked to the distinctive Christian vision. Staff, governors and pupils expertly articulate the language of the vision and it drives every decision. The vision is so embedded that the impact of what is described by the school as 'just who we are' is in fact transformative and extra ordinary. As a direct result, all adults and pupils, including those deemed to be vulnerable, are deeply cherished and fully flourish. All thrive in a school which ensures everyone can 'Believe, Achieve and Shine Brighter Together'. The inspirational leadership from the headteacher echoes the vision and inspires a deeply rooted, richly inclusive, culture of love and compassion for all. The school community is now united under her leadership. Letters of thanks from parents and visitors demonstrate how the school lives out its vision and encourages everyone to 'shine'. The vision is driven by the very close partnership with the diocese. Staff use the diocese for professional development, school improvement and training. This leads to a high standard of confidence and expertise. As a result of the excellent practice at Oldswinford, the headteacher now provides invaluable support to local church schools.

Leadership and governance are strengths of the school. Leaders have created a harmonious staff team, where morale is extremely high. Governors are exceptionally proactive and know the school well. They deploy their role to both support and challenge effectively. Rigorous monitoring and evaluation ensure that needs of the pupils are being met and the Christian vision remains at the heart of school improvement. Strategic financial decisions are made in the best interests of all pupils. For example, following the pandemic it was decided that there would be two special educational needs co-ordinator roles instead of one. This is so that one can focus on needs within curriculum and learning and one can focus on the mental health and wellbeing of pupils. Christian love and care radiate from all decisions. Governance is exemplary at Oldswinford. A National Lead of Governance (NLG) is using many examples of the effective governor practice to support governors in other schools.

The living out of the Christian vision has been paramount in transforming relationships. Excellent relationships that ensure all pupils flourish and have confidence in the adults who teach and care for them are now evident. Parents speak highly, with justification, about the school. A parent enthused as to how she felt she had 'hit the jackpot' sending her son to Oldswinford. Staff go above and beyond to give pupils the individual love and care they need to flourish. Lives are being changed as a result of the Christian vision and values of the school. Parents feel proud to be part of the school community. Exemplary behaviour, a sense of acceptance for all which transcends tolerance, and free flowing forgiveness enrich all relationships. Although not immediately apparent as a diverse community, Oldswinford celebrates the uniqueness of each person. Worship and the curriculum successfully encourage a sense of pride in background, culture and ways of living. Diversity is a golden thread running through the curriculum. All recognise the school as place of safety and welcome. The undermining of others, by word or action rarely occurs, all have love and respect for one another.

The school places particular importance on the spiritual journey both for adults and pupils.



Pupils recognise moments of awe and wonder as important, describing how this helps them to appreciate the world God created. Spirituality is holistically planned for throughout the whole curriculum, as a result, pupils are continually drawn to reflect on the essential meaning and mystery of life. Instigated by the pupils' acute awareness of both local and global issues, they work together to make a difference in the world God made. Pupils demonstrate this desire to make a difference in many ways. As one element of their pupil leadership they enjoy being a Fairtrade school and have achieved the highest award, 'The Fairachiever Award'. Pupils have a powerful understanding about the difference between what is fair and what is just. Pupils recently wrote to a local public house about the use of single plastic straws and as a result they now use paper straws. Many areas of the curriculum also support pupils to challenge injustice.

Collective worship is the heartbeat of the school. Pupils recognise how the central Christian message infuses and sustains the school's vision. For example, 'believe together' embeds the vision into the context of the church school family. A skilful combination of liturgy and modern elements, such as modern fiction, ensures worship is both traditional and relevant. A strong pupil voice exists through the worship group. Pupils are highly involved in planning, delivering and evaluating worship. Consequently, worship is more interactive and pupils enjoy this level of engagement. It is invitational, inspirational and thought-provoking. Each theme is carefully planned with support from the local vicar. Reflection and prayer are important parts of each act of worship. Pupils value the power of prayer and are regularly given opportunities to pray spontaneously. This they embrace with eagerness. Frequently used classroom reflection areas, together with a small private worship corner, reinforce the themes and give impressive opportunities for response. This supports the rich culture of deep reflection in the school. Collective worship is evaluated regularly by different groups. Their evaluations inform future developments to ensure their impact for all worshippers.

RE is recognised as an exciting core subject and strongly reflects the Christian vision by contributing to 'Believe, Achieve, Shine brighter Together'. Teaching is highly motivating and challenging and standards of learning are exemplary. Pupils are fully engaged, reflect deeply and critically explore their own beliefs as well as those of others. RE provides a safe space for all pupils to share their religious beliefs. Pupils, including those from other faiths enrich lessons by confidently sharing their experiences. This brings religion and religious experience to life.

All members of Oldswinford's distinctly Christian learning community are united in the belief that the school's Christian vision and values are lived out daily. The vision makes a powerful, exemplary, and truly transformational difference to the lives of pupils and adults.



Information			
School	Oldswinford Church of England VC Primary School	Inspection date	6 October 2022
URN	103839	VC/VA/Academy	Voluntary controlled
Diocese/District	Worcester	Pupils on roll	421
Headteacher	Ellie Game		
Chair of Governors	S Hodson		
Inspector	Kerry Geddis	No.	955