



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

Oundle Church of England Primary School	
Address	Cotterstock Road, Oundle, PE8 4HA
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 style="text-align: center;">'To Be the Best You Can be'</p> <p style="text-align: center;">'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.' Matthew 5:16</p> <p style="text-align: center;">We will shine to others, within and beyond our community, by 'being the best we can be' in our life-long living and learning together. We will bear the fruit of joy, kindness and resilience from the tree of Hope and grasp opportunities to make a positive difference to God's changing world.</p>
Key findings
<ul style="list-style-type: none"> <li>• The vision is deeply infused across all aspects of school life. The cohesive and coherent way in which the values and vision are linked ensures that they are known, articulated and understood by all.</li> <li>• Collective worship is a powerful outworking of the vision. It challenges pupils and adults to learn, reflect and respond spiritually, as well as inspiring them to think and act differently,</li> <li>• Religious education (RE) is a strength. Religious literacy is developed alongside skills and knowledge. This enables pupils to articulate their deep understanding of differences and similarities between a range of faiths and worldviews. The school shares its expertise in this area with others within the Peterborough Diocese Education Trust (PDET), of which the school is a member.</li> <li>• In line with the vision, the curriculum is designed so all pupils can enjoy success. This enables them to 'be the best they can be' and let their light shine, regardless of age, ability or starting point.</li> <li>• Relationships with the wider community, including the church, are exceptionally strong and of mutual benefit.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Further develop outreach work so that expertise in RE and spiritual development is shared within Peterborough Diocese Education Trust (PDET) and beyond.</li> </ul>



## Inspection findings

The vision, including its theological basis, are the benchmarks against which the strategic and operational activities of the school are laid. Christian values of joy, kindness and resilience underpin it. What makes for excellence is the breadth and depth of interconnectedness between the vision, values and all aspects of school life. Adults and pupils continually reference them. They know how to apply them personally, to the school and the wider world, and describe their impact. This creates a culture of aspiration and hope, within an atmosphere of mutual trust and respect where all live well together.

The vision and values are encompassed in the statement 'be the best you can be'. Pupils know they do not have to be THE best, but that personal development and achievement are what matters. This maxim is interpreted and applied to all matters from attendance to healthy living and leads to evaluated improvements. The theological idea of 'to let your light shine' is understood to begin by shining it upon yourself. This is to call up joy in your achievements and celebrate your own successes. The light can then be carried out to others, making a positive difference in the wider world.

Leaders and staff are committed to seeing pupils and each other flourish. They work collaboratively and use their expertise for the common good. Staff unreservedly praise the support provided by senior leaders who put in place strategies to bring joy and embody kindness. This boosts their resilience and wellbeing. It contributes to an ethos of positivity and encouragement that is recognised by adults and pupils. Parents are likewise universally positive about the 'high quality' of care and educational provision their children receive. School leaders and members of the local governing body work together in a spirit of mutual respect. Strong and positive relationships exist with the Diocese of Peterborough, who, together with PDET, provide advice and training opportunities. This enables staff to flourish professionally. Their expertise in RE and spirituality is appreciated within the trust, who signpost others to the school as a model of good practice.

Leaders have created ways of explaining potentially complex concepts through the 'power of three'. Three painted, different coloured ribbons follow the corridors round the building representing the values, for example. These remind pupils that values are applied everywhere. It links to PDET's pictorial vision of 'three strands which cannot be broken.' As part of the inclusive ethos, the vision is written as a 'Widgit' (where each word is given a pictorial representation). Pupils provide authentic examples of how the vision and values impact on their lives. They acknowledge being kind to one another as an accepted part of their school life. One explained how Ukrainian pupils needed resilience when they arrived at the school, but that it is the responsibility of everyone to bring them joy.

Spiritual development is woven through the curriculum and beyond in the recognition of 'wow' moments. Intentionally planned for, they can also be spontaneous. A shared understanding of spirituality between staff, pupils and also parents enables them to be appreciated. Photographs capturing pupils' awe and wonder are displayed for all to enjoy. The colour of the photo frame delineates if this happened at home or school, signalling that such experiences are not confined to one place. 'Wow' moments can be followed by 'ow' moments (a recognition that something is wrong that needs to be changed). The 'power of three' is completed by 'now' moments, a call to action, challenge or improve. The 'wow, ow and now' sequence is applied to a range of ecological



and other issues, providing opportunities for pupils to be courageous advocates of change at local, town and national level.

The curriculum is engineered to enable all to succeed regardless of their starting points. It is based on the principle of equity as well as equality. SEND pupils or those who are vulnerable are championed. All pupils benefit from many enrichment opportunities in music, sports and the arts. These include clubs run by pupils from nearby Oundle School who provide role models as young leaders. Lessons begin with an explanation of what is to be learnt, why and how this will be of future benefit. This intentionally drives aspiration and ambition. Mindful of preparing pupils for life in a diverse world, diversity and difference is explicitly planned for. Events such as Black History Month reinforce this. Work resulting from this was displayed in the Oundle council offices, raising awareness in the wider community. Classes are named after inspirational people from a range of backgrounds, cultures and faiths. The qualities they embody are regularly discussed to reinforce character development.

Pupils carry out a range of responsibilities diligently. They are clear that they make a difference to the life of the school and beyond. Sports ambassadors independently plan tournaments for their peers to enjoy. They are motivated to help their friends try new activities, but also to promote health and fitness for later life. Play buddies support those who may be lonely at break times. School council members set up fund raising events, often for charities personal to the school so they can see the impact of their work. The Trooper Group brings children from military families together for friendships and mutual support.

The behaviour policy is based on the practice of 'Zones of Regulation'. Assigning emotions to a colour provides a language for pupils to explain how they are feeling. This is developing self-regulation of behaviour and resilience so they can 'be [their] best'. Parents value this and use the technique at home to positive effect.

Pupils talk confidently about their learning in RE, noting 'we are all theologians.' They reflect on Bible stories and make informed comments. Connections are made between religions and they speak knowledgeably about differences and similarities between them. Pupils' acceptance of the faith and belief of others is naturally expressed. Discussing 'big' questions provides a safe space to develop their own beliefs and views. Leaders, including governors, regularly monitor RE, providing feedback which leads to change and improvements in practice.

Collective worship challenges pupils, asking them to learn, reflect and respond. Each Monday a task is set to emphasise that worship does not stop when they leave the hall. Practical or spiritual, it inspires pupils to think or do things differently. Music plays an important part and pupils sing joyfully. Prayer and reflection are led by pupils who evaluate collective worship alongside staff and governors. They make suggestions to deepen worship experiences such as choosing songs to reflect a theme. Clergy regularly lead worship, following the school's themes. The relationship between school and church is strong and valued by both. Congregation and clergy support the school in a range of ways, both practical and spiritual. In some cases, help provided to families in time of challenge has been transformational.



Information			
School	Oundle Church of England Primary School	Inspection date	7 February 2023
URN	146170	VC/VA/ Academy	Academy
Diocese/District	Peterborough	Pupils on roll	366
MAT/Federation	Peterborough Diocese Education Trust		
Headteacher	Jo Griffin		
Chair of Governors	Ben Treverton		
Inspector	Rachel Beeson	No.	952