

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

<b>Garsington Church of England Primary School</b>	
Address	Wheatley Road, Garsington, OX44 9EW
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	Excellent

School's vision
<p>Nurturing everyone to flourish in a community where all can believe and achieve</p> <p>The Parable of the Sower (Matthew 13 1-23)</p> <p>Our Red Kite values: Responsibility, Enthusiasm, Determination, Kindness, Independence, Teamwork, Enrichment.</p>
Key findings
<ul style="list-style-type: none"> <li>• The Parable of the Sower is the foundation upon which pupils and adults are enabled to flourish at Garsington. School leaders, governors, and multi-academy trust (MAT) officers know the school well and plan strategically to nurture everyone.</li> <li>• Inspirational worship is a key strength that weaves the Christian narrative throughout everyone's journey of spiritual growth. Pupils' immersion in a wide variety of inclusive and invitational acts of worship deepens their flourishing. Relationships with local church communities are instrumental to the school's worshipping life.</li> <li>• The wellbeing and positive mental health of everyone are a priority for leaders. The vision underpins policies and procedures that promote positive relationships and contribute towards the exemplary behaviour of pupils.</li> <li>• A wealth of social action projects take place which are inspired by the Christian vision. However, opportunities for all pupils to become agents of change locally, nationally, and globally are under development.</li> <li>• The religious education (RE) curriculum empowers pupils to ask the big questions of life in the nurturing learning environment created. Whilst an assessment system exists, it lacks rigour as not all teachers and leaders understand the impact of the RE curriculum.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Increase the breadth of opportunities within the curriculum for pupils to become agents for change beyond the school.</li> <li>• Develop a robust assessment system in RE so that teachers and leaders consistently know how well pupils are learning overtime in RE.</li> </ul>

## Inspection findings

The Parable of the Sower firmly roots the vision in biblical teaching. It inspires leaders to nurture pupils and adults as they strive for everyone to believe in themselves and achieve. Leaders unite the school community within the vision and associated values. Theology underpins the values, for example in being responsible, enthusiastic and determined. All values have been arranged in the memorable acronym 'Red Kite', which pupils and adults seek to uphold. Determined leaders live and breathe the Christian vision. They engage with guidance and counsel from the diocese to develop Garsington as a Church school. Coupled with support from the MAT, this makes a significant contribution to pupil and adult flourishing. Leaders at all levels model the value of teamwork and dedication to everyone. Governors monitor the school's effectiveness as a Church school through visits and decisions taken are guided by the vision. Improvement plans are crafted from the Christian narrative. Strong partnerships exist with parents and carers who understand the vision as the school's driving force. Consequently, Jesus' parable and its relevance today, are well articulated by the school community and foster strong relationships between people.

Leaders at all levels apply the Christian vision to raise aspirations across the curriculum. The 'Red Kite' values are tangibly woven like a golden thread throughout the curriculum to enable flourishing. Therefore, pupils are enthusiastic to learn and determined to achieve their best. Staff articulate a shared understanding of spiritual development which infuses many aspects of the curriculum. Planned and spontaneous opportunities for spiritual growth are plentiful. For example, moments of reflection are carefully incorporated within lessons to stimulate deep thinking. Pupils considered to be vulnerable are exceptionally well nurtured. Dedicated staff employ interventions to overcome barriers to learning. Pupils who join Garsington from other settings, settle quickly and make good progress academically and socially.

The character and moral development of pupils is paramount to leaders. Living by its vision and in demonstrating values, Garsington offers enrichment experiences for pupils to enhance aspects of school life. For example, a 'borrow and play shed' is operated by prefects to ensure pupils engage in different activities. Buddy systems across the school model the high expectations of the values from older to younger children. Pupil leadership opportunities are plentiful and enable many to take responsibility for aspects of school life. This makes a significant contribution to flourishing. Whilst several of these groups engage in regular social action projects, not all pupils are enabled to be agents for change locally, nationally, and globally. The curriculum offers some opportunities for pupils to explore disadvantage, deprivation, and the exploitation of the natural world. For example, a Green Team has developed an action plan to tackle climate change issues within the school. The group led a whole school environmental initiative which has resulted in fundraising for animal charities.

Pupils' behaviour is exemplary. Rare incidents of bullying are swiftly addressed. Policies and practices are developed from the vision and pupils make skilful connections between their behaviour choices and their values. Forgiveness and reconciliation are fostered when things go wrong. The result is a happy and harmonious school where pupils nurture and encourage each other. There is a palpable sense of solidarity between pupils. The school's provision for wellbeing and mental health is exceptional. Flourishing teamwork from staff ensures everyone is nurtured and supported by well-trained adults to be independent. The efforts of school leaders and the MAT, guarantees wellbeing is prioritised. School leaders share expertise with other schools across the trust. Leaders create an environment in which everyone is listened to and therefore have a say in decisions that are made.

Difference and diversity are recognised and celebrated well within the school. Pupils show respect to each other and people beyond their community. Leaders demonstrate dignity and



respect as positive role models to all. Subsequently, pupils understand difference and tackle injustice when they encounter it. Curriculum opportunities are plentiful in exploring diversity. For example, international evenings bring together the school community to celebrate difference. The personal, social and health education (PSHE) curriculum is well crafted to support social and cultural development. The relationships and sex education (RSE) element of this is sensitively delivered at age-appropriate intervals for all. Consequently, pupils make healthy relationships, cherish themselves and learn within a culture of kindness grown from the vision.

Excellent collective worship is the heartbeat of the school. Pupils are drawn to reflect and pray throughout the school day. For example, pupils freely utilise a reflection space accessible from the playground. The school community benefit greatly from the rich culture of reflection that is readily expressed and encountered. Consequently, pupils and adults are spiritually nurtured and harness countless opportunities for spiritual growth. Pupils' knowledge of Bible stories and the teachings of Jesus is impressive. They express parables as being relevant in their own lives. The ways in which collective worship is an outpouring of the school's Christian vision is striking. It inspires pupils to live by the values. This connects the Christian foundation of the school to people's lives in an inclusive way. Pupils thrive in planning, leading and evaluating the rich variety of worship styles. They have a clear insight of the Christian belief in God in three parts. Engaging music, prayer, and reflection showcase a variety of cultural backgrounds. Highly effective relationships exist between the school and local church and Christian organisations. This mutually beneficial relationship supports the overwhelming sense of community. Clergy are instrumental in contributing to the worshipping life at Garsington and nurturing the spiritual development of all.

The RE curriculum utilises the local syllabus and a published RE resource to great effect. Lessons are exciting and challenge pupils' thinking well. They acquire knowledge and understanding of Christianity as a living world faith. Pupils develop highly articulate skills of enquiry and make effective use of local clergy expertise to explore key Christian concepts. This empowers pupils to engage with religious text and theological ideas to a high standard. Pupils develop knowledge and understanding of major world religions and worldviews. They hold informed conversations about different viewpoints. Lessons are safe spaces for pupils to explore big questions. Consequently, pupils have high levels of religious literacy. Pupils have philosophical conversations with ease because of the rich RE curriculum. The vision and associated values are woven across this and are reinforced throughout thought-provoking sessions. The leadership of RE is strong and professional development from the diocese supports teachers in developing new ideas and styles of teaching. The assessment system lacks rigour and therefore staff and leaders are unable to evaluate standards accurately in all classes. Statutory obligations for RE are well met.



Information			
School	Garsington Church of England Primary School	Inspection date	10 July 2023
URN	144433	VC/VA/Academy	Academy
Diocese/District	Oxford	Pupils on roll	202
MAT/Federation	River Learning Trust		
Headteacher	Zara d'Archambaud		
Chair of Governors	Sue Funge and Sarah Brush		
Inspector	Toby Long	No.	896