

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

<b>Oakfield Church of England Primary School, Ryde</b>	
Address	Appley Road, Ryde, PO33 1NE
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
The effectiveness of religious education (RE)	Excellent

School's vision
<p>Everyone will be given the opportunity to shine.</p> <p>Our Christian values of love, trust, honesty and hope create a genuine love of learning and support the children's spiritual and moral development. Children are given the opportunity to shine, and our safe and caring environment enables them to thrive.</p>
Key findings
<ul style="list-style-type: none"> <li>• The holistic development of the individual child created by God is the essence of Oakfield school. Staff and governors work dynamically together, striving to equip all to shine through a deep Christian foundation, expressed through biblically rooted values.</li> <li>• Bold decisions in curriculum delivery and pupil grouping, alongside strategic and inventive approaches to enhancing wellbeing and spiritual development, empower the whole community. This reflects the unwavering school commitment to every pupil build hope for a bright and fulfilling future.</li> <li>• School planning begins with a conscious focus on global citizenship and equips pupils to challenge social injustice. Pupils gain a clear understanding of how their lives affect others locally and worldwide.</li> <li>• Religious education (RE) is central to the curriculum offer, with other subjects building on its effective enquiry approach. The shared RE leadership empowers a confident class teacher teaching team, resulting in pupils who think deeply and share their ideas with confidence.</li> <li>• Pupils and staff are enriched by the broad range of opportunities for collective worship that thread through the week. Underpinned by strong ecumenical relationships across the local Christian community, staff and pupils benefit from the long-standing hospitality and support of the local parish, despite the current challenges.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Enable pupils to take an active part in collective worship evaluation opportunities to enrich its different expressions.</li> <li>• Further increase the expertise of the wider RE teaching team in sharing their own evidence for improving standards in the subject.</li> </ul>

## Inspection findings

At Oakfield school, the whole community is united in their assertive vision that everyone will be given the opportunity to shine. It is understood by all due to its clear everyday expression in the four values of love, trust, honesty, and hope. These are underpinned by clear biblical foundations. The Oakfield motto that 'oak trees from little acorns grow', reflects the vision statement further. Pupils are prompted to see this in action through the esteemed extracurricular acorn awards, which pupils eagerly seek to achieve. Governors and leaders annually review the relevance and application of the vision and its expression through the values. They build on them to inform school practices, as shown in the recently reviewed optimising behaviour policy. It has the teaching of Jesus at the heart of its transformative effect. Those joining the Oakfield school community quickly experience the positive influence of these deeply rooted values, whether in the usual annual intake or those who only reside in the local area briefly. Rewards issued weekly for demonstrating the Christian ethos of the school are some of the most highly prized certificates by pupils and their families.

Governors embrace a role for the whole community and not just the current school age children. They share the staff commitment to an unconditionally positive regard for all, describing this as a constant 'botheredness'. No need is overlooked. The responsiveness of school leaders means that staff and governors make bold decisions and challenge themselves to find ways to meet the needs of children and families. Opportunities are diverse, numerous and constantly evolving as different families become part of the school. Some current examples include bee keeping courses and grief counselling. Alongside this is the strategic appointment of a dedicated children's champion who seeks to support pupils in both lessons and social times.

The depth of the partnerships that contribute to the life of the school community can be seen around the learning environment. It is also reflected in the breadth of activities that take place. The site is in constant use, with evening and school holiday activities including provision for daily meals. It has well cared for planters, growing additional supplies for the readily accessible community pantry. The partnership with the local diocese supported refurbishment of part of the historic original building. This now houses the carefully considered additional nursery facility and wraparound school care. Despite the local parish vacancy and the largely unusable church building, parishioners make regular significant contributions to school life and its routines. They provide and serve refreshments to the invited family guests at the popular monthly class-led assemblies, which can no longer take place in the church building. Year 6 eagerly receive the holding cross gift that is given each year by the parishioners.

The pupils at Oakfield love their school, with one commenting as they walked past the school site one evening, 'I want to be in school now'. Parents recognize the diligence and determination of staff, who ensure everyone is known and enabled to enjoy learning. One reflected that there's 'No one size fits all here'. Staff see the many challenges that exist and work tirelessly changing, extending, and adapting the curriculum and extra-curricular offer, until they find ways that each child can shine. One aspect is their distinctive journeying classroom approach. This has pupils from paired year groups, gathered for varying lengths of time in smaller class sizes following a bespoke curriculum. This reflects the emphasis on hope, nurturing and supporting individuals. All pupils access at least one daily outdoor lesson, which helps the above average numbers of those with significant needs. This is further enriched by a weekly forest school curriculum. Carefully designed school grounds and facilities are used as extended learning spaces. Every class contributes and leads playtime options for a structured activity. Pupil skills in working with others are exceptionally




strong. The school seeks to go beyond rules to foster individual responsibility and preparedness for life in the real world. For example, in corridors pupils are not taught to keep to a particular side, but instead, as in many venues, to walk with care and awareness to navigate busy spaces.

Staff confidently select and shape teaching materials that inspire and challenge children with a wider perspective and look through a global lens. Collaborating with the local church, pen pal links have been developed, drawing out mutual awareness. Pupils are enriched by carefully planned inspirational careers education. The most recent annual focus day spotlighted charitable careers, challenging traditional aspirations of success. Families are seeing increasing understanding of different concepts and ideas in their children. They credit this to the way the school provides access to deep discussion and questioning. Pupils are enriched by thinking about the bigger picture of life and matters of purpose and meaning. As the first school in the area to achieve a Global Neighbours award, staff share their growing expertise with other schools and across the diocese. Members of the local area benefit from Oakfield school partnerships and the outreach work of pupil champions. This has been experienced by Princes' Trust volunteers and those from the Transforming Lives for Good initiative. Pupils are advising local leaders on the current redevelopment of the nearby tower landmark. One colleague described this as the ethos of the school 'spilling out into the community'.

The school actively builds on local church partnerships and work with other Christian organisations. Pupil experience of worship is enriched by this breadth. Alongside this, there is a collaborative approach of staff and pupils to participate and lead worship. Fostering routines and the habits of taking time to focus, listen and respond are instilled consistently. From nursery onwards, the atmosphere as classes come to worship times is calm and respectful. Parents comment on how this attitude is carried into home life. They see the impact of worship on the increasing self-worth demonstrated by their children. They observe and marvel at the depth of understanding they are seeing in their children. For example, one child shared an approach to prayer that they had learnt in school.

Class teachers confidently and enthusiastically deliver the balanced RE teaching programme. There is an atmosphere of mutual support and learning together, among both staff and pupils. The subject is strategically led, with regular and relevant training shared and implemented. Oakfield RE leaders work strategically with the diocese to pilot RE opportunities and networking. Governors monitor RE and participate in helpful dialogue, which builds a climate of continuous improvement. Pupils find it a safe place to explore their thinking and engage with a breadth of world views.



	The effectiveness of RE is		Excellent
	<p>Pupil progress in RE is carefully monitored and reflects the vision for all to shine. Standards are high and continue to rise each year. The Oakfield journeying classroom strategy gives the opportunity for RE learning to be carefully aligned to the needs of all pupils. The curriculum is enriched by regular guest speakers and pupils express their expertise in understanding and applying central theological concepts.</p>		
Information			
School	Oakfield Church of England Primary School, Ryde	Inspection date	28 June 2023
URN	118193	VC/VA/Academy	Voluntary aided
Diocese/District	Portsmouth; Winchester	Pupils on roll	246
Headteacher	Vikki Reader		
Chair of Governors	Helen Curel		
Inspector	Angela Smith	No.	925