



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sunningwell Church of England Primary School	
Address	Dark Lane, Sunningwell, OX13 6RE
School vision	
<p>‘I will show you my faith by my works.’ (James 2:18)</p> <p>As a Church of England school, the Christian ethos is at the heart of the school and the school motto runs through all that we do and achieve at Sunningwell. Our values, Perseverance, Friendship, Forgiveness, Trust and TOBY (Think of Others Before Yourself) are also considered through actions.</p>	
School strengths	
<ul style="list-style-type: none"> • The school’s Christian vision and associated values inspire pupils and adults to consider the impact of their actions on others. As a result, everyone is empowered to positively contribute to the happy and caring setting that is Sunningwell. • Diverse religious education (RE) is championed and supported by dedicated school leaders who effectively model the Christian vision. Pupils considered to be vulnerable are well nurtured and flourish within an environment where all are treated well. • Collective worship inspires people to reflect on the teachings of Jesus. Pupil’s knowledge of the Bible is impressive, enabling them to make links between stories and their own actions. • Sunningwell’s curriculum and whole school topics are shaped by the vision. Pupils are empowered to take responsibility for their actions and make a difference in their community. • The RE curriculum is well sequenced to ensure progression of skills over the course of pupil’s time at Sunningwell. Leaders utilise diocesan support to enhance staff subject knowledge and curriculum development. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure that governors develop a robust system to monitor the effectiveness of the Christian vision on the school. This is to ensure that leaders at all levels articulate and have a clear understanding of the impact. • Establish a shared understanding of spirituality with staff. This is to enhance the range of planned and spontaneous opportunities for the spiritual growth of pupils and adults. • Enable pupils to become independent advocates of change beyond their local community. This is to deepen their understanding of global issues and empower them to act for justice. 	
Inspection findings	
<p>School leaders live out the vision in their actions. A sense of service is at the heart of their ambition for members of the Sunningwell community. They interpret ‘my works’ from the chosen Bible quotation to mean their approach to leadership and management of the school. This philosophy is shared by all staff. The ‘think of others before yourself’ (TOBY) mantra is repeatedly drawn upon by</p>	

everyone. This grows from the vision and values, making them a living reality for all. School leaders monitor the impact of this effectively leading to developments in provision. For example, a revised personal, social, health education (PSHE) curriculum ensures consistency and further embeds the vision. Governors want the best for the pupils and the school. Recently, changes to the structure of the governing board have been introduced. However, they require a more accurate understanding of Sunningwell as a Church school. Training is not utilised to ensure governors know the expectations of their roles. Consequently, they do not monitor the impact of the Christian vision effectively enough.

School leaders create a curriculum that grows from the vision. Chosen topics instil the values by developing pupils' awareness of local and global issues. For example, learning about international cities twinned with Oxford, allows them to notice similarities and differences between people. Through a range of curriculum content, leaders enable pupils to explore themes across subjects. For example, the choice of Spanish as the modern foreign language taught, links to the cultural study of Nicaragua. A wealth of extra-curricular opportunities and plentiful sporting fixtures guarantee opportunities to demonstrate the values. Recently, pupil mobility has risen sharply. Consequently, a thorough induction process exists to support the nurturing of new members to the Sunningwell family. As a small school, leaders are conscious of preparing older pupils for transition to larger secondary schools. They are well prepared, and parents rightly acknowledge the efforts that staff go to in enabling a smooth transition. Those considered to be vulnerable are well supported at Sunningwell. They flourish because of the individual approach staff take for everyone. This ensures that no one is left behind.

Engaging worship assists all present to connect a wide range of Bible stories and themes. Consequently, pupils' biblical knowledge is impressive. For example, they articulate the theme of preparation when exploring stories about Jonah, Noah and Jesus. They have a clear understanding of the Holy Trinity and the seasons of the church's year. Worship inspires pupils to play active roles within the local community. It helps them to understand the many good causes they support. Strong partnerships with clergy and volunteers from St Leonard's Church enrich the worship life at Sunningwell. Pupils anticipate 'Open the Book' assemblies, within which they lead by retelling Bible stories. Parents rightly see the parish congregation as an extension of the school. Everyone values worship times spent in church. The building is used as a learning resource in many subjects. For example, when they visit for a 'mock-Christening' in RE. Music plays an important part in worship and pupils' singing is exceptionally beautiful. Prayer and reflection are invitational and as a result many people feel compelled to join in. Sunningwell gives opportunities for pupils and adults to grow spiritually. An example of this impact is seen in the use of a contemplative toolkit called 'Space Makers'. This offers everyone calm, reflective and prayerful times to encounter within the school day. Whilst pupils and adults grow spiritually, there are missed opportunities due to the lack of a common language.

The Christian vision and associated values create a strong culture in which people are treated well. Policies and practices grow from this. The increasingly diverse community is well served by leaders who instil a nurturing and supportive environment. Behaviour rewards and sanctions support an ethos in which forgiveness and reconciliation are upheld. Consequently, pupils behave well in school. Rare incidents of racism and bullying are managed swiftly and sensitively. The PSHE curriculum, coupled with themes in worship, enables pupils to explore issues of difference and inclusion. Leaders ensure that those with special educational needs and/or disability (SEND) are well cared for and receive tailored support. A culture of good mental health and wellbeing permeates the school. People benefit from interventions when their mental health requires support. Everyone learns and plays together in this caring and friendly environment. A buddy system, joining older pupils and younger children, typifies the culture of thinking about others before yourself. They model 'TOBY' consistently across the day. Comprehensive interventions ensure that pupils from

service backgrounds are well supported. Strong partnerships with outside agencies enhance this. Initiatives for staff wellbeing contribute to the palpable sense of teamwork at Sunningwell.

The vision motivates people to see that they can make a difference in their locality. Social action projects instigated by staff empower pupils to be agents for change locally. For example, the rewilding of a piece of land in the village. Pupils are active in the community making real and meaningful changes for the better. A recent initiative to celebrate diversity invited villagers to showcase their ethnicity by displaying an object in their gardens. Pupils can investigate and interpret these during walks through Sunningwell. The vision expects that people will, ‘show you my faith by my works’, and this is done in abundance by them for the good of others. This exemplifies ‘TOBY’ effectively. Pupils do not make suggestions for causes to support as these are driven by adults. There are some missed opportunities for them to lead social action projects that enable pupils to think globally.

The school’s RE curriculum is effective. Leaders ensure that the subject has a high profile and is a priority. Diocesan training is cascaded to the staff. This is coupled with detailed research by the subject leader. Subsequently, teachers obtain strong subject knowledge. The recently revised curriculum is well-sequenced and well-balanced. It offers interesting units of work, covering world religions and worldviews. Pupils are rightly proud of their learning in RE. The curriculum enables them to acquire age-appropriate skills of inquiry, critical analysis and interpretation. Pupils enjoy engaging in lessons and their learning about Christianity as a global religion is detailed.

The inspection findings indicate that Sunningwell Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	21 November 2023	URN	123161
VC/VA/Academy	Voluntary controlled	Pupils on roll	72
Diocese	Oxford		
MAT/Federation			
Headteacher	Anita Leech		
Chair	Tim Myatt		
Inspector	Toby Long	No.	896