

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

### Offenham Church of England (Voluntary Controlled) First School

<b>Address</b>	Myatt Road, Offenham, Evesham. WR11 8SD		
<b>Date of inspection</b>	2 April 2019	<b>Status of school</b>	Diocese of Worcester Multi- Academy Trust Inspected as a VC school
<b>Diocese</b>	Worcester	<b>URN</b>	143814

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

Offenham is a first school with 110 pupils on roll. The majority of pupils are of White British heritage. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school converted to an academy in 2017. The headteacher has been in post for three years and is supported by a part time assistant head and a team of middle leaders.

#### The school's Christian vision

To build a school community where everyone is committed to the ongoing pursuit of excellence – a place where, through the joy and hope of the resurrection there is transformation, growth and progress in children's social, moral, spiritual, cultural and academic lives.

#### Key findings

- The vision being strongly rooted in Christian teaching has a profound impact on the whole school community. This enables all members of the school to flourish personally and academically.
- The inspirational leadership of the headteacher enthuses pupils and adults making them feel included and valued.
- Staff are committed to ensuring that the transformation, growth and progress of every child remains at the heart of all they do.
- Collective worship is relevant and vibrant and pupils actively join in with responses, prayers and songs, all of which impact positively on the life of all pupils.
- Partnerships between the school and families are highly valued and enable all to flourish in a spirit of mutual respect.

#### Areas for development

- Embed the interpretation of spirituality so that through the curriculum pupils are engaged in a range of spiritual experiences, allowing them to deepen their own personal spirituality.
- Further develop governor monitoring to ensure ongoing improvement of the school as a distinctive and effective church school.
- Develop a system for assessing and monitoring religious education (RE) to ensure standards are high and children challenged.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

The school's vision of transformation, hope and joy, together with its associated values, promotes life in all its fullness. The headteacher and parish priest have ensured that the vision is rooted in theological teaching but this is not yet fully understood by all stakeholders. It is highly inclusive, ensuring that all are valued and supported to make the most of their God given talents. Language and culture days enable pupils from countries represented in the school to feel welcome, secure and cared for. It has a set of core values which allow all within the school to treat each other with respect. One pupil linked the value of kindness to the kindness God showed to Adam and Eve.

The Christian vision and values underpin all practices and policies of the school, resulting in a broad, rich curriculum enabling all to flourish. The clear understanding by everyone of 'new life – new chance' allows pupils to understand they are able to make mistakes because they know they are loved and supported. Parents commented on the love and support shown to children and themselves and talked about instances where the headteacher and staff had 'gone that extra mile' for their children.

Governors are passionate about the work of the school and have become more involved in monitoring the school as a church school. This is not yet systematic enough to play an effective role in the strategic planning of the school. Partnerships with the local church and diocese are very strong. The parish priest and curate provide very good support to the headteacher and whole school. Church and school links are mutually beneficial. The school hosts Messy Church for the benefice, plays an active part in the 'Winter Festival' held at church and participates in family worship such as Harvest, Christingle and the Wake Flower service.

Pupils enjoy their lessons and all the extra-curricular activities the school offers. High quality teaching is targeted well to meet the learning needs of all pupils. Vulnerable pupils, and those with special educational needs are well supported. This is because staff are unwavering in their commitment to transforming every pupil regardless of their ability or background. 'Rapid Response' interventions take place daily and encourage a sense of achievement and self-worth. Pupils make good progress from their starting points and standards of achievement are in line or above national average. Opportunities exist within the curriculum to support pupils' spiritual development. However, staff have not yet collaborated to specifically develop spiritual experiences within the curriculum.

The school encourages all pupils to reflect on 'Big Questions' and make positive choices in their own lives. They are aware of global issues and knowledgeable about people much less fortunate than themselves. Key Stage 2 children led worship for parents about the plight of refugees and linked this to Jesus who was also a refugee. Following this worship, a prayer was written by a pupil asking for God to help all who are suffering in Syria. As a result of such experiences the spiritual, moral, social and cultural development of the pupils is good. Charitable enterprises are important to the school and pupils see these as a way of helping others. A pupil was able to explain how the toilet twinning with communities in Africa helps them to understand how important it is to help people not as fortunate as themselves. Pupils are beginning to see this as practical outworking of the Christian values of the school.

The Christian vision, and associated values underpin relationships at all levels. A member of staff remarked they feel part of a 'loving, caring and inclusive family'. The headteacher is highly regarded by all stakeholders and is recognised as being the driving force behind the success of the school. A caring, Christian culture ensures all are treated with respect and dignity, resulting in everyone feeling valued. Pupils are happy, hardworking and feel safe. As a result, behaviour is good and attendance above national average. The parish priest provides support for the health and well-being of pupils, staff and parents. Consequently, adults within school flourish because they are supported emotionally as well as professionally.

Collective worship is central to the life of the school. It is distinctively Christian and reflective of the Anglican calendar and traditions. Elements of Anglican worship are embedded, such as responses and appropriately coloured worship cloths. So too are opportunities for reflection, singing and prayer, enabling pupils to appreciate different aspects of Christian worship. The termly Eucharist, led by the parish priest, enables pupils to have a

deeper understanding of the importance it plays in Christian worship. End of term services and festival services in the parish church involve and engage the whole community. A Romanian Day, led by some parents, introduced the children to the Orthodox traditions of Easter. The Key Stage 1 Nativity incorporated Christmas traditions from around the world. In these ways the school is celebrating its diversity and also informing pupils that Christianity is a world faith. Prayer is an important part of school life and pupils are able to offer spontaneous prayer as well as formal prayer. The newly opened Vicky's Garden in memory of a recently departed staff member, is treasured by all members of the school community. Pupils remark they are able to sit quietly, pray and reflect in the garden. Pupils lead and deliver worship but it is acknowledged by the school that the worship committee need have more input in planning, and evaluating worship to ensure they are fully involved in the process.

RE is given a high priority within the school. Pupils are enthusiastic about their lessons and are confident in speaking their mind as there is no 'right or wrong' answer. Through the RE curriculum, children encounter several world religions and regularly explore biblical texts and reflect on key questions. The curriculum is enriched through RE immersion days and made relevant through focus days led by members of the school community. A recent Sikh experience day had a particularly positive impact on the children, who enjoyed learning first-hand about the religion and associated practices. As a result of such a rich and varied curriculum, children demonstrate a good understanding of Christianity and are developing their knowledge of and respect for other faiths. The school acknowledges that systems for assessing and monitoring RE need to be developed as a tool for securing improvements.

The understanding by all stakeholders that the school's Christian vision and values are lived out daily makes a truly transformational difference to the lives of all pupils and adults at Offenham.

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