

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

<b>Great Rollright Church of England (Aided) Primary School</b>			
<b>Address</b>	Church End Great Rollright Chipping Norton Oxfordshire OX7 5SA		
<b>Date of inspection</b>	05 December 2018	<b>Status of school</b>	Voluntary Aided Primary School
<b>Diocese</b>	Oxford	<b>URN</b>	123183

<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 Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

<b>School context</b>
Great Rollright is a smaller than average rural school with 97 pupils on roll. The school has low levels of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with the national average. The headteacher has been the full time substantive headteacher since September 2018. Previously she was the co-headteacher. The parish is currently in a vacancy.
<b>The school's Christian vision</b>
Like the Good Shepherd, we nurture our children as unique individuals in a safe and secure environment, to ensure they thrive and fulfil their potential. Our Christian distinctiveness can be seen in the way the value of love is visible in every area of school life, and our strong inclusive community is strengthened by our other Christian values of courage, respect and truth.
<b>Key findings</b>
<ul style="list-style-type: none"> <li>• Leaders ensure that a Christian vision based on the Good Shepherd is woven through Great Rollright like a golden thread.</li> <li>• The rounded development of the whole child through academic and spiritual development enables pupils to flourish at Great Rollright.</li> <li>• Pupils behave well as a result of relationships at all levels that are underpinned by the schools Christian vision and supporting values.</li> <li>• The teaching of religious education (RE) is consistently good as pupils develop a high level of theological reflection and critical thinking.</li> <li>• Leaders have created a curriculum rich in experiences that encourage a respect for diversity across the school community.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Develop a shared approach to planning and leading of collective worship so that experiences for pupil involvement are heightened.</li> <li>• Establish an effective assessment system in RE so that teachers and pupils are able to gauge progress and attainment.</li> </ul>

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

Leaders have created a Christian vision and a set of supporting values that permeates all aspects of Great Rollright. This inclusive school, where everyone is welcomed and nurtured as an individual child of God, has developed a vision based on the Good Shepherd. Whilst maintaining the school's original foundation, leaders have carefully developed their vision, firmly rooted in biblical theology, effectively articulating its relevance today. Policies and procedures are shaped by this vision. As a result, the school has a consistent golden thread that ties pupils and adults together in a family. Both parents and pupils recognise this as a strength of their school. This vision is successfully lived out by all relationships between stakeholders. Governors have ensured that leadership in the school is a role model of the vision. The headteacher has worked in the school for several years before taking on her current role. This stability has ensured a smooth transition of leadership. One parent expressed how the headteacher lives out the school's vision commenting, 'her warmth and love of the community hits at hearts and is shared with us all'. Pupils love coming to school and as a result their attendance is very high.

Great Rollright has a rich curriculum shaped around its shared vision, which develops wisdom, knowledge and skills effectively. Parents enthuse that staff and leaders develop pupils academically and spiritually. A parent commented, 'there is a difference here in a sense of being passionately interested in each other and the wider world which feels very natural'. As a result, pupils attain well. The most vulnerable pupils also make good progress as a result of the tailored curriculum offered. Staff prioritise the most vulnerable pupils. Leaders are rightly proud of the success stories of those pupils who have joined them from other schools. These pupils are given a genuine fresh start which upholds the Good Shepherd vision. Fruitful experiences to secure an age appropriate understanding of spirituality are frequently seen. Since the last inspection, Great Rollright has developed a bright and joyful learning environment in which the Christian distinctiveness is celebrated within impressive displays.

Pupils at Great Rollright talk about the culture of aspiration to be the best they can be. The Christian vision is articulated as the root of this ambition. As one pupil explained, 'The Good Shepherd helps me to be kind and loving'. Another pupil added, 'The values help me solve problems'. Awards are nominated by staff and pupils to those who demonstrate the values in action. Leaders ensure pupils have curriculum opportunities to look beyond themselves, to ask 'big questions' and think globally about life. The school connects with ethical and charitable activities that reinforce the vision. For example, the school council's request to sponsor a child in El Salvador and the creation of pupil led initiatives to raise funds. Learning from such experiences is rich. Through the clear Christian vision, leaders create an environment that embraces difference. All pupils, whatever their background or ability, flourish because they are treated with equal dignity and respect. The diversity of the school community is celebrated and is an effective learning tool. Pupils have researched their ethnicity and leaders have forged robust partnerships in Finland for a pupil exchange programme. As a result, pupils have a well developed understanding and respect of the diversity that they richly celebrate.

The behaviour of pupils is excellent. Behaviour and relationships between all members of the school are supportive and live out the vision. One pupil said, 'people are not left out here.' During Advent, a calendar is used to encourage acts of kindness each day. Peer mediators effectively assist with conflicts on the rare occasions they occur. Forgiveness and reconciliation are used to support pupil's behaviour. Parents understand the benefits of restorative justice within the behaviour and anti-bullying policies. Extremely rare prejudice incidents are handled effectively by staff. Parents comment that, 'situations are nipped in the bud because the staff know our children inside out.' Issues of mental health and wellbeing are supported effectively by leaders. Policies to support pupils tap into expert advice and training. As a result, pupils and adults feel confident to express their views and concerns. One member of staff said, 'our emotional needs are met as the headteacher has an open door to us and we make a unique family together.' Adults talk about the support they have from each other regardless of their place in the church school community. Relationships and sex education are carefully planned to ensure that pupils cherish themselves and each other as unique and wonderfully made.

Pupils and adults are enabled to flourish because collective worship celebrates difference and encourages respect and dignity. As a result, worship effectively supports the spiritual development of pupils and adults. Reflection and prayer are effective in whole school, class and outdoor worship experiences. Prayer spaces have been created in classrooms and are utilised in class worship. Planning for worship is led by the headteacher and offers openings for

encountering the teachings of Jesus. Pupils are not actively engaged in planning and leading worship on a regular basis. Pupils enjoy acting out Bible stories to develop their understanding of the teaching of Jesus. The school's vision is woven through worship Adults say that, 'assemblies bring the Bible to life for children and staff'. Older pupils have a good understanding of the Christian belief in the Holy Trinity. Candles and responses are used in worship to reinforce this. Leaders' monitoring of worship is effective in developing provision. Music is used effectively to link with prayer, reflection and the Good Shepherd narrative. Pupils' singing is beautiful. As a result of pupil surveys leaders offer experiences for quiet reflection and are developing a reflection space in the playground.

The parish church of St Andrew's is in a vacancy. Currently, the local church community is not regularly involved in worship. The headteacher is developing new partnerships, such as the school holding a Christingle service in the church. Previously, clergy have developed pupils understanding of Anglican tradition by supporting the teaching of baptism, liturgical colours and the Eucharist. Partnerships with the diocese provide leaders with training which has led to improved practice in governance and RE. As a result, governor monitoring of worship is effective and ensures statutory requirements for RE and collective worship are met.



**The effectiveness of Religious Education is Good**

RE is taught well at Great Rollright. The new RE leader has engaged with high quality diocesan training. She regularly monitors teaching across the school, providing evidence for governor monitoring of the distinctiveness of the school as a church school. The diocesan scheme of work is used effectively as a foundation for a rich curriculum. Following their training, the headteacher and RE leader have ensured that the Understanding Christianity resource is woven throughout the RE curriculum. Learning about other major world faiths is equally effective. Pupils articulate an age appropriate understanding of Christianity as a living world faith. RE lessons observed during the inspection demonstrated pupil's ability to engage with religious text and theological ideas. Pupils effectively demonstrate how RE enables the school's vision to be promoted in lessons. Pupils attain well in RE. Assessment of RE focuses on attainment but there is no system to enable teachers and pupils to gauge progress and attainment.

Headteacher

Michelle Hastings

Inspector's name and number

Toby Long 896