

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

St Leonard's Church of England Primary School			
Address	Overthorpe Road, Banbury, Oxfordshire, OX16 4SB		
Date of inspection	7 February 2020	Status of school	Voluntary controlled primary
Diocese	Oxford	URN	123179

<b>Overall Judgement</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>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

St Leonard's is a primary school with 400 pupils on roll. The largest group of pupils are of White British heritage and 29 languages are spoken by the pupils of the school. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages.

### The school's Christian vision

As a Church school we provide love, care and support for all our families, nurturing children as individuals, so that they are able to become valuable citizens, within wider society; preparing children for 'life in all its fullness'. (John 10:10)

### Key findings

- The vision, recently introduced by the strong, Christian leadership of the headteacher, is underpinned by the agreed, core values. Together these provide a foundation that gives purpose to the decisions that are made to enable all pupils and staff to 'live life in all its fullness'. The values are well established. However, the vision is not yet widely embedded.
- There is a strong sense of unity and team, celebrating the wide-ranging diversity of the school family, which enables pupils to live out the school vision and values as part of a caring, cohesive community.
- Collective worship is central to the life of the school, inviting all faiths to come together harmoniously, to worship. Pupils enjoy participating in worship and sometimes share the lead in special services.
- Governors and school leaders monitor worship and religious education (RE) informally and formally. They are committed to driving the Christian distinctiveness of the school, through a focus on the newly agreed vision and established core values. However, the cycle of monitoring is being reviewed to ensure the impact of the agreed vision is clearly understood by all.
- RE is well led by the deputy headteacher, who took over the role in September 2019. Learning about different faiths is a strength, however, learning from these experiences is not emphasised explicitly.

### Areas for development

- Embed the vision, so that all groups, particularly the pupils can articulate difference the vision is making in the way they are able to aspire and succeed.
- Ensure pupils more regularly plan and lead worship, finding ways to harness their desire to actively contribute to the spiritual life of the school.
- Strengthen the monitoring timetable, to ensure regular and rigorous review of the vision and values. Ensure all voices are enabled to articulate their views to continue to drive the distinctive Christian character of the school.

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 strong, Christian leadership of the headteacher has united this school into a caring, cohesive community, guided by the established core, Christian values. The call to love, respect and be responsible has created a school family, that lives harmoniously, celebrating its diversity. All individuals are treated as unique children of God, to be nurtured and supported. The recently agreed vision, to enable all staff and pupils to 'live life in all its fullness', (John 10:10), is known. However, there has been insufficient time to ensure all voices, particularly the pupils, have contributed fully during the process, which is on-going. The vision has strengthened the Christian foundation of the school. It has injected energy and purpose giving direction for the decisions that are made. The core values are very strongly embedded. These positively influence the relationships that exist between all members of the school family. Consequently, standards of behaviour and attendance are high. Together, the vision and values are calling everyone to aspire and make the most of the experiences offered. Pupils are sure they enjoy school and feel safe and loved. The nurture room is an example of thoughtful provision to meet the high levels of emotional need of pupils and their families. Building strong partnerships with parents has been a growing focus, which is now reaping benefits. Workshops, parents' evenings and open-door invitations are well attended, effectively supporting the learning partnership between parents and their children. Parents of all faiths are very positive about this inclusive school. They shared, 'We feel welcome and supported through the clear, shared values that are building acceptance and respect in the community.'

Collective worship is central to the life of the school. It is inclusive and invitational and is a vehicle for reinforcing the importance of the school vision and values. Each day the school family comes together to worship, reflect and pray. 'Open the Book' worship is a particular favourite. Pupils say, 'We enjoy learning about the Bible and acting out the stories.' They enjoy participating in all types of worship and sometimes share the lead in special services in school and Church. Singing is a strength and the school choir is very popular in the local community. These experiences are helping to build pupil confidence as young leaders, who are effectively contributing to the spiritual life of the school. Currently, school leaders are exploring ways to ensure pupils to plan, lead and evaluate worship more regularly. This is an on-going focus, particularly through conversations with pupils, who are keen to be part of a worship committee. There is already an established school council and eco-committee. Governors and school leaders follow a monitoring programme that targets worship and RE informally and formally. The vicar leads worship weekly and links with St Leonard's Church are strong. The pupils participate in monthly communion at the Church. As a result, worship is effectively enabling pupils to grow in their understanding of Anglican tradition. Prayer and reflection are a focus for pupils in worship and throughout the day. There are reflection areas in each classroom and a central prayer station that is manned weekly, by members of the Church. Pupils of all faiths enjoy using these spaces, 'It is peaceful, and we can pray for our friends, family and the world'. It is evident that pupils are being guided to be spiritual through this focus on prayer.

RE is well led by the deputy headteacher, who took over the role in September 2019. Learning about different faiths is a strength, however, learning is not explicitly influencing pupils' lives. RE has a high status in school and the pupils questioned are enthusiastic about the experiences offered through the subject. Learning outcomes in RE are in line with other subjects. The school follows the Oxfordshire Agreed Syllabus. Visits to mosques and other places of worship and visitors of different faiths are successful in building a shared understanding of religion world-wide. Staff and pupils are rich sources of information and experience, invited to talk about their belief and culture. The RE lead has attended training to support her in her role and has built supportive links with the Diocese.

The curriculum is rich and vibrant and offers inspirational experiences to broaden the lives of all pupils. Clubs and before and after school care extend the school day. They facilitate enrichment to enable pupils to aspire and raise their hopes for the future. All teachers have been trained as mental health champions. The school actively supports this area of need to build self-esteem and resilience through reinforcing their vision and values. Staff wellbeing is also emphasised in governors' meetings, through questions such as, 'Who cares for the carers?' As a result, staff and pupils talk openly and appreciatively about their school and relationships are strong. Pupils enter the school with skills well below national expectations. By the time they leave accelerated progress, through effective, targeted support, brings them in line others nationally. Pupils of all abilities are experiencing success. As a result, they are very aware of others less fortunate than themselves and support many local and national

charities. Consequently, through the work of the school, they are learning to break down barriers for themselves and others. They are raising their aspirations and growing as responsible, young citizens who care about their world.

The new chair of governors has been a governor for a number of years. He and the vicar know the school well. They have worked closely with the school to establish the vision and to promote its distinctiveness. Service to the community is a strength. Growing partnerships with other schools and the wider community demonstrates the school's nurture. In so many ways, all members of this school family care and actively live out their Christian vision. They strive together, 'to live life in all its fullness'.

Headteacher	Neil Blackwell
Inspector's name and number	Marianne Phillips 586