

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bampton CE Primary School			
Address	Bowling Green Close, Bampton, Oxfordshire, OX18 2NJ		
Date of inspection	28 January 2020	Status of school	Academy inspected as VC Oxford Diocesan Schools Trust
Diocese	Oxford	URN	142140

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

School context

Bampton is a primary school with 167 pupils on roll and an additional 26 pupils in nursery. The majority of pupils are of White British heritage. Very few pupils 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 just below national averages. Since the last denominational inspection, the school has become an academy, joining the Oxford Diocesan Schools Trust in July 2015. In September 2017, the school became single form entry. The headteacher has been in post for eight years.

The school's Christian vision

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best we can be.

Illustrated by the Parable of the wise and foolish man (Matthew 7:24 – 27)

Key findings

- The school's cohesive Christian vision is integral to all aspects of school life. It positively drives decision making, policies and practice at all levels.
- Bampton is a highly inclusive, nurturing and supportive community. The committed staff team support all children relentlessly 'to be the best they can be'.
- The deeply held values have a transformational impact on relationships, behaviour and the daily life of everyone in the school.
- A varied collective worship programme makes a significant contribution to pupils' understanding of the vision and values, which in turn impacts their decision making both at school and beyond.
- Significant strengths in religious education include positive pupil attitudes and depth of subject knowledge. Philosophical discussions and exciting learning activities enrich pupils understanding of major world religions.

Areas for development

- Embed a shared, school understanding of what is meant by spirituality, so that staff can plan for a range of high quality spiritual experiences for all learners in all areas of the curriculum.
- Develop pupils' involvement in leading, planning and evaluating collective worship in order to improve provision.
- Explore the pupils' experience of difference and diversity through opportunities to visit places of worship.

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

Inclusivity and love for every unique individual is what is at the very heart of Bampton. The school's long-standing Christian vision has recently been revised to ensure that it is up to date and relevant. The forward thinking headteacher is passionate that the vision reflects the diverse and changing world in which we live. 'To be the best we can be' drives school improvement, decision making and is reflected in school policies. Leaders, including governors make financial decisions to ensure that they are providing the best education possible, for every child. An effective self-evaluation process has been established and supports rigorous monitoring of the effectiveness of the school as a Church school. As a result, the vision is lived out very successfully. The vision is supported by three core values which are confidently articulated and actively lived out in the pupils' lives, both at school and beyond.

The vision upholds the value of all as children of God, in an inclusive environment. Pupils enjoy and are excited by all the school offers. They are enthused by the creative curriculum which is enhanced by extra-curricular activities. There is on-going self-evaluation of the curriculum by all leaders to ensure that the best possible provision enables all 'to be the best they can be'. Pupils, including the most vulnerable, make good progress from their starting points. 'Growth Mindset' is an important part of the curriculum. Pupils have a good understanding of choices, consequences and learning from their mistakes. The school's Christian vision is illustrated by the Parable of the wise and foolish man. All members of the school community use this Bible story to encourage wise decisions that enable all to grow. One pupil said that the parable 'makes us think about choices – right and wrong choices'. At present, there isn't a common understanding of the concept of spirituality. This means that times when spirituality might be developed tend to be 'in the moment' rather than planned for. Consequently, planning does not foster a progressive understanding of how spirituality can be built on as the children mature.

Excellent relationships and behaviour are a strength of the school and fully reflect the core values of friendship and respect. As a result, pupils flourish personally and socially. Leaders and staff are rightly proud that vulnerable pupils have settled and flourish. This is testament to the school's vision of inclusivity, along with the commitment of the staff team who know each and every pupil as an individual. Tolerance is a key element of the vision and is paramount in everyone being accepting of others. As a result, pupils embrace difference and diversity, and everyone is treated with dignity and respect. The practical impact of the vision can be seen in the school's relationship with families. Parents say that all pupils are supported and the care for the children comes first. Parents wholeheartedly support the nurturing environment the school provides, commenting that the staff are welcoming, accessible, kind and communication is good. One parent told me that 'pupils are excited about coming to school and love their learning'. As a result, attendance is good.

Partnerships with the local community, including the Diocese, the Oxford Diocesan schools Trust, cluster schools and the church demonstrate the commitment to learn together and grow in respect. Staff speak highly of both the training they have engaged in and the school improvement support received. There are mutually beneficial partnerships with the local church community. Staff speak highly of partnerships with other local schools, saying that they support their mental health, because they can share good practice and ideas. All partnerships are wholly supporting Bampton to live out its Christian vision.

Pupils challenge injustice and inequality and are courageous advocates for change in support of local and national charities. Through both fundraising and the curriculum they are aware of global issues. Within this community, pupils' characters are shaped and they are inspired to action. For example, following work on plastic pollution pupils are passionate about reducing, reusing and recycling waste. One pupil commented that 'God made the world and we have to look after it'.

Collective worship is a very important and special part of everyday. Pupils' attitudes are positive because they appreciate that the whole school family 'come together' to 'think about Jesus'. Planning is based around the vision and values, Jesus' teachings and biblical stories. This strengthens pupils' understanding of the vision's

relevance to their own lives. Pupils and adults value the opportunity that collective worship provides for calmness and daily reflection. The vicar regularly leads worship in school, deepening pupils' knowledge of Jesus' teachings and the Christian calendar. She actively seeks ways to find links between school and church. There are several school services held in church and there is an initiative called 'messy church' held at the weekend which school families are invited to attend. Prayer and reflection are integral features of worship. Pupils know and use traditional prayers. They write and use their own prayers for personal and public use. The whole school community were recently involved in a prayer week. Everyone speaks with enthusiasm about the opportunity this week gave to think, pray and reflect. Pupils take responsibility for aspects of worship, however at present do not independently plan, lead and evaluate worship.

RE has a high status within the curriculum. Regular monitoring and self-evaluation has led to positive change in the way RE is taught. The RE curriculum is delivered through highly successful 'RE focus days'. These days engage pupils in increasingly sustained reasoning, critical thinking and thoughtful responses. Well-presented work and discussions with pupils provide evidence of high quality and inspirational teaching. Thoughtfully planned lessons enable pupils to develop a positive understanding of Christianity as well as other faiths and world views. Pupils bubble with enthusiasm when talking about their learning in RE. One pupil said 'I love RE, RE days are the best days of the term'. Their knowledge and understanding is strong. The staff team generate a shared enthusiasm for the subject that translates into the positive engagement of the pupils across the school. Pupils routinely make connections to their own experiences and feelings. The use of specialist vocabulary is strong. This leads to exceptional levels of positive engagement from pupils, who say that they enjoy RE and find it interesting and challenging.

All members of this vibrant Christian learning community live out the school's vision and values on a daily basis. This is transforming the lives of pupils and adults, enabling all to flourish.

Headteacher	Carol Phillips
Inspector's name and number	Kerry Geddis 955