

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Radley Church of England Primary School			
Address	Church Road, Radley, Abingdon, Oxfordshire, OX14 3PQ		
Date of inspection	14 November 2019	Status of school	Voluntary controlled primary
Diocese	Oxford	URN	123157

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

Radley Church of England Primary School is a primary school with 106 pupils on roll, with an additional 15 children in the on-site 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 in line with national averages. The school serves the village of Radley and shares a site with the local parish church. The headteacher has been in post since 2013.

The school's Christian vision

Jesus said, I come to give life - life in all its fullness
John 10: 10

We aim for every child to achieve success to the best of their abilities in a welcoming hub of learning, providing a vibrant wealth of opportunities. Christian values, principles and standards lie at the heart of our education, summarised in our over-arching values of 'relationships', 'resilience' and 'respect'.

Key findings

- The school's Christian vision, to 'live life in all its fullness', is promoted and lived by leaders at all levels. It shapes school development and the resulting ethos ensures the academic and spiritual needs of all are met.
- The environment of the school, including the grounds and forest school, is very well used to promote stewardship of the world and social and spiritual development. This has not yet been fully evaluated.
- The school is committed to charitable and social action locally, nationally and internationally. Reflecting the Christian vision, pupils articulate their understanding of everyone's right to 'live life in all its fullness'.
- The school's provision in religious education (RE), enables pupils to explore world religions and cultures in an engaging and exciting way. Their responses in lessons and books reflect their ability to engage with questions of faith and their understanding of diversity in the world today.
- Collective worship is nourishing the spiritual lives of all members of the school community. Pupils are growing in their knowledge of Christian belief and tradition as well as their confidence in leading worship.

Areas for development

- Guided by the school's Christian vision, continue to give rigorous care to the implementation of focused personalised strategies that enable all pupils to meet expectations in national tests.
- Improve the monitoring and evaluation of forest school and outdoor education, using this to ensure spiritual development is enhanced.
- Provide opportunities for pupils to take further responsibility for worship, including planning and evaluating, to deepen their understanding and spiritual development.

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

Radley is a welcoming, caring and inclusive primary school. The school's Christian vision is encapsulated in the motto, 'live life in all its fullness'. The vision is linked to a biblical underpinning through John 10:10; it drives strategic decisions and is integral to school life. It has a strong positive influence on how pupils go about their life and work. A recent review of the Christian values has refined them to 'relationships', 'resilience' and 'respect'. Each is grounded in a biblical and theological narrative. Pupils draw on the Christian values and vision to support and shape the way they behave and learn. For instance, one pupil said that 'to respect is to understand', another that 'friends help me to be resilient'. Pupils behaviour is exemplary. They are polite, courteous and supportive of each other, thoughtfully discussing the importance of living well together. These good relationships are mirrored between adults in the school community, who are very good role models. Pastoral care and mental health are prioritised. The vicar, who is a governor, is readily available to support the spiritual needs of all members of the school family. Staff morale is high. Staff feel valued because their wellbeing is considered at all levels of decision making. All staff benefit from well-targeted professional development. This supports the development of future school leaders well. Links with the diocese and other local schools are strong and mutually supportive.

Governors ensure that difficult decisions are taken with the wellbeing of pupils and their families as a priority. Such decisions have proved fruitful. For instance, a challenging financial decision to fund 'nurture room' provision has resulted in exclusions being almost eliminated. Governors have a rigorous programme of monitoring all aspects of the life of the school including Christian distinctiveness. Development areas from the last inspection have been addressed, so that pupils confidently discuss big questions. Pupils now feel empowered to lead worship, some suggesting they would enjoy opportunities to do even more. Radley's identity as a church school is enhanced by its strong partnership with the nearby parish church and local organisations. Links forged through the on-site nursery help to develop good relationships with the wider local community.

Pupils generally make good progress and attain good standards whatever their starting points. However, a dip in national test results in reading was seen last year. Reflecting the Christian vision and their determination that 'every child should achieve success', leaders and staff responded rapidly. They carefully analysed the needs of all and provided targeted, individualised interventions. Early indications suggest that these are succeeding so all are achieving their potential and flourishing.

The school's Christian vision, to promote 'life in all its fullness', has driven curriculum development. Pupils thoroughly enjoy all that the school offers and as a result attendance is excellent. Pupils are excited and inspired by a broad curriculum enhanced by educational visits and extra-curricular activities including sports. Drawing on a shared understanding of spirituality, leaders have developed a curriculum that promotes reflection and exploration of the spiritual dimensions of many subjects. For instance, the extensive school grounds and local environment are used very effectively to promote spiritual development and stewardship of the world through work in the forest school. Strong local community partnerships have supported the work on developing the outdoor facilities. Social, moral and spiritual development are promoted through a greater depth of understanding of nature and human interaction with the natural world. Pupils respond with fascination and wonder, but the full impact of this on spiritual development has not yet been evaluated.

Pupils make a very clear link between Jesus' teaching, Christian values and their own actions, such as supporting charitable causes. They support both national charities and local initiatives, such as the food bank. This gives them the confidence to challenge poverty and awareness of the lives of people very different from themselves, 'who can't live life in all its fullness'. The well-established link with a Gambian school continues to support pupils' cultural understanding and of Christianity and Islam as world-wide multi-cultural faiths. Through RE, pupils have a well-developed understanding of diverse cultures and beliefs. As a result, they identify and challenge stereotypical views confidently and maturely. An effective assessment system enables reporting of learning outcomes in RE to governors. The subject fully meets the Church of England statement of entitlement. Work and pupils' responses show standards achieved compare favourably with those in other subjects. Through special themed weeks pupils learn about literature, culture and music, enabling their spiritual, social and cultural development to flourish.

Daily collective worship is at the heart of the school community. Pupils' attitudes are positive because they feel included and involved. Careful planning is based on the teaching of Jesus and the church year. It explores Christian values and themes imaginatively, so that worship constantly refers to the school's vision and values. Pupils participate actively, with the school council taking responsibility for leading the weekly 'celebration' assembly. Some say they would like to be offered more responsibility, for planning as well as leading services. Pupils say they enjoy singing, answering questions and acting out stories, so levels of engagement are high. Through their worship experiences, pupils develop an understanding of the nature of God. Some older pupils articulate their understanding of the Christian concept of the Trinity, explaining that God is the Father, Jesus is the Son and the Holy Spirit helps people. However younger pupils are less secure in their understanding. Pupils benefit from a variety of worship styles because worship is led by staff, clergy and visitors, such as the 'open the book' group from the parish. Prayer and reflection are integral features of worship, enhancing spiritual development. Pupils know and use traditional prayers and parts of the Christian liturgy regularly in worship. The church is used for special services at festival times. Many parents attend special festival services held in the church because they say they value the opportunity to share in their children's work and worship.

The vision makes a powerful difference to the lives and outcomes of pupils and adults. Parents have a high opinion of the school, which they confirm 'looks after the whole child'. They appreciate the closeness of the on-site nursery, primary school and church, which they say 'have seamless links'. Inspection evidence supports parents' view that the school's Christian vision and values are lived out daily.

Headteacher	Grace Slater
Inspector's name and number	Lynne Thorogood 799