

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crowmarsh Gifford Church of England Primary School SIAMS report, May 2019

Address	Old Reading Road, Crowmarsh, Wallingford, Oxfordshire, OX10 8EN		
Date of inspection	22 May 2019	Status of school	VC Primary
Diocese	Oxford	URN	123133

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

Crowmarsh Gifford is a primary school with 196 pupils on roll. The majority of pupils are White British. The proportion of pupils who have special educational needs and/or disabilities is below the national average. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. There is a relatively high mobility of pupils at the school as some families come from the nearby military base.

The school's Christian vision

'Let Your Light Shine,' Matthew 5:16 underpins everything we do as a church school and illuminates our six key values: Faith, Service, Integrity, Responsibility, Truth and Excellence.

Key findings

- The headteacher is a passionate and inspirational leader. Her deep understanding of Crowmarsh Gifford's Christian character lights the path ahead so others are clear where Jesus may shine a light on their lives.
- The high level of pastoral care in this nurturing, Christian community, driven by the school's vision of 'Let Your Light Shine', results in love and care for each individual, shaping them to be the best they can be.
- Pupils' behaviour, attitudes to learning and personal development are exemplary because of the encouragement and support every pupil receives to shine within a culture of 'nothing is impossible'.
- Uplifting, joyful collective worship nourishes the spiritual lives of everyone in the school community. Pupils are growing in their knowledge of Christian belief and Anglican tradition, as well as in their confidence to lead worship.
- RE is beginning to have a higher profile, but because monitoring is limited, provision for RE does not reflect fully the Church of England Statement of Entitlement.

Areas for development

- Ensure that governors' system of monitoring is more robust and includes a process of continuous self-evaluation in order to evaluate Crowmarsh Gifford more effectively as a church school.
- Improve RE provision by establishing an effective system of monitoring that includes a policy and a rigorous process for evaluating impact.

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

Crowmarsh Gifford's vision of 'Let your Light Shine' underpins everything at the school and is rooted in a clear, theological Christian narrative. Together with the associated values of faith, service, integrity, responsibility and truth, it supports life in all its fullness at this vibrant, happy school. The Christian vision is emphasised clearly in all newsletters, documents, around the school and on the school website. This ensures that everyone in the school community has a deep understanding and appreciation of the vision. All are able to articulate how the values are used in everyday life and link them readily to examples from the Bible. The headteacher, supported by her leadership team, is a shining example of Christian leadership in action. Both pupils and adults are strongly motivated by her dynamic approach as she consistently models the vision and values. Pupils love coming to school and consequently, attendance is good. Governors visit the school and support the vision. However, not all are sufficiently involved in the ongoing process that evaluates the effectiveness of the school as a church school. This means that they are not fully aware of current developments in church school education. Positive collaboration with Didcot Girls' School, Oxford Teaching Alliance and Wroxham Transformative Alliance, facilitates the exchange of good practice. These partnerships and networks allow the school to shine its light further afield to the benefit of all. Parents speak highly of the school and confirm that their children are happy, excited by their learning and joyful in their relationships.

Results show that many pupils match, and sometimes outperform, the academic achievements of their peers nationally. Where performance dipped recently, evidence shows that leaders have taken swift and appropriate action to improve it. This is an effective outworking of the vision that all are able to shine to become 'the best we can be'. All pupils, including those with special educational needs, receive targeted support and as a result, make very good progress. A Year 5 boy remarked that his teacher's feedback helped him, 'to think out of the box and keep trying'. The school's vision is interwoven clearly throughout the innovative curriculum. A wealth of extra-curricular opportunities ensure that the spiritual and academic needs of pupils are met exceptionally well.

Pupils are able to talk confidently about how they model the value of service. They are a beacon of light in the local community, undertaking many charitable activities and random acts of kindness. These include delivering gifts to the elderly at Christmas and Easter and surprising local residents with gifts of flowers and book tokens. These actions have a lasting impact on many people in the community. Pupils made pizzas at a restaurant in Oxford, then distributed them to homeless people. 'It made me feel so good to help them', a pupil remarked. The school has established valuable links with schools in South Africa and France, enabling pupils to think globally. Pupils' understanding of disadvantage, deprivation and exploitation of the natural world is developing.

There is a strong focus on wellbeing at the school. For instance, a full-time home school worker ensures that the needs of all families are supported very well. 'Purple learning' is part of the growth mindset ethos at the school and is very successful in challenging all pupils to become confident, independent learners. Pupils are impressive in the way they link this to the vision, particularly to the values of responsibility and resilience. One stated, 'We love making mistakes, that's how we learn best because our work is never finished'. Thus, their light grows stronger and brighter.

Staff are treated with great respect and kindness, saying that the energy and encouragement of the headteacher is 'remarkable'. They affirm that the culture of 'nothing is impossible' gives them the confidence to shine and try out new things. As a result, relationships are strong at all levels throughout the school community. Pupils are encouraged to take on numerous leadership roles, such as learning detectives, eco school leaders, worship Leaders, digital leaders, school council and playground leaders. These give pupils responsibility, leadership skills and opportunities to shine their light by influencing school decisions. One pupil explained why the value of integrity is important when undertaking leadership roles. 'It helps us to make good decisions even when no-one is looking'.

Whole school daily worship unifies the school community and is engaging, relevant and often transformational. The lighting of a candle and the words of the call to worship, reflect the school's vision in a powerful, visual way. This enables everyone, even the youngest pupils, to understand the significance that Christians regard Jesus as the light of the world. The partnership with St Mary Magdalene Church is strong and beneficial. Weekly visits by the

vicar to lead worship enable the school community to be familiar with a range of Anglican traditions and blessings. Prayer is a key feature of daily worship that contributes well to the spiritual development of all who take part. A beautiful prayer space in the garden offers opportunities for pupils and adults to have time for prayer and quiet reflection. This demonstrates how leaders have addressed the recommendations from the previous inspection.

The new RE leadership team consists of three members of staff, who work in a collegiate way to support each other. They are beginning to introduce a monitoring system, but this is not securely embedded. Consequently, assessment procedures are not rigorous enough. The use of a strong curriculum ensures that pupils use higher order thinking skills to evaluate and explore key concepts. Questions raised in RE reflect pupils' increasingly sophisticated thinking. An example being, 'Why might people who believe that God created the earth be more likely to care for the environment?' Younger pupils enjoy imaginative activities, including taking part in dramas such as the Jewish story of 'The Rabbi and the Little Old Man'.

The vision at Crowmarsh Gifford makes a powerful difference to the lives of pupils and adults. Every member of the school community flourishes and shines in the light of God.

Headteacher	Flora Barton
Inspector's name and number	Jenny Earp 288