



Dear Parents and Carers,

Thursday 24<sup>th</sup> March 2016

We are very pleased to share with you the outcome of our recent SIAMS (the Statutory Inspection of Anglican and Methodist Schools) inspection, which was conducted on Friday 4<sup>th</sup> March 2106.

During the rigorous inspection day, the inspector, Sandra Symms met with children, staff, parents and members of the Governing Body to review all areas of our provision within school. She also observed worship and teaching along with scrutinising school data and evidence provided.

The inspection focussed on the following key areas (final judgements included)

<b>How the school, through its distinctive Christian character, meets the needs of all learners.</b>	Judged to be good.
<b>The impact of collective worship on the school community.</b>	Judged to be good.
<b>The effectiveness of Religious Education within our school.</b>	Judged to be good.
<b>The effectiveness of the leadership and management of the school as a church school.</b>	Judged to be outstanding.

Arising from the inspection, we have been given three areas of focus to help us drive towards outstanding provision. These will be written into our SIAMS action plan by Mrs Peverill and will be a core focus for us from this point onwards.

- Develop and deepen learners' spirituality, personal prayer and reflection through prayer spaces around the school.
- Develop RE so that attainment is high and progress is good.
- Ensure that as the school expands, the Christian character is maintained through effective staff induction and professional development.

We would like to thank Mrs Peverill and the Foundation Governors for all their hard work in developing our provision within school and also in preparation for this inspection. In addition, a huge thanks to the School Worship Team, who were very highly commended for their efforts, hard work and enthusiasm by Mrs Symms from her day with us in school.

We believe that the overall judgement that we are a good school with outstanding features is a fair assessment and true endorsement of the success of Christopher Rawlins Primary School and that it reflects the school's progress in its ambition to become outstanding in all areas.

The report is available through the website, so please take a moment to read it and feel free to feedback or to discuss any aspect of the report with either of us.

Phil Goldsworthy  
Head Teacher

Jeremy Finch  
Chair of Governors



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Christopher Rawlins Voluntary Aided Church of England Primary School

Aynho Road  
Adderbury  
Oxfordshire  
OX17 3NH

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: Oxford Diocese**

Local authority: Oxfordshire

Dates of inspection: 4 March 2016

Date of last inspection: 16 March 2011

School's unique reference number: 123186

Headteacher: Philip Goldsworthy

Inspector's name and number: Sandra Symms 805

#### School context

Christopher Rawlins Church of England (VA) Primary School is slightly smaller than the average sized primary school with 233 pupils on roll. The school is in the process of expanding from one to one and a half form entry. The proportion of children with disabilities and those with special educational needs is below average. The percentage of children in receipt of free school meals is low. There are very good links with the Anglican church.

#### The distinctiveness and effectiveness of Christopher Rawlins Primary School as a Church of England school are good.

- The vision and drive of the headteacher, effectively supported by a strong governing body and committed staff, has embedded strong Christian values that underpin all aspects of school life;
- Insightful self-evaluation is a strength of the school and leads to benefits for all learners;
- The Christian character has a high profile and the values of service, compassion and peace are made clear to all and are lived out by the whole community;
- Relationships are excellent in this nurturing, caring school and all members of the school community live out the values by looking out for and helping one another.

#### Areas to improve

- Develop and deepen learners' spirituality, personal prayer and reflection through prayer spaces around the school.
- Develop RE so that attainment is high and progress is good.
- Ensure that as the school expands, the Christian character is maintained through effective staff induction and professional development.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

This is a caring, nurturing and inclusive school where the Christian values of compassion, service and peace are made explicit through vibrant displays, worship, newsletters and the school website. Leaders model compassion effectively such as supporting staff, pupils and families who are going through difficulties. Learners serve one another by being helpful and supportive and they are proud of the buddies who look out for everyone. Learners in the Foundation Stage are developing their understanding of peace by learning how to keep the peace and being kind and gentle. As a result it is clear that the school's values and mission statement of 'Love one another as I have loved you' are lived out by all stakeholders leading to high standards of behaviour and excellent relationships. The Christian character of the school informs its approach to issues of attendance, exclusion and achievement. Appropriate, compassionate interventions and action plans based on thorough self-evaluation ensure that all pupils are supported to achieve good standards of attainment and because children enjoy coming to school attendance is good. Learners are developing their spirituality and value having the time to reflect on their day. Some learners blow prayer bubbles to God and they enjoy using their school grounds to listen to and connect with nature. They also use the interactive displays in classrooms to record their thoughts about turning over a new leaf. As a result of this the curriculum supports learners in developing their spirituality. However learners' ability to express their thoughts in depth requires improvement. Learners recognise the importance of religious education. Older learners say that it helps them to think more, such as year 6 reflecting on right and wrong actions linked to the theme of Narnia. Learning activities such as taking toy babies to church for a baptism and using deeper questioning to explore the idea of heaven result in RE making a good contribution to learners' spiritual, moral, social and cultural development. Consequently it is clear that RE makes a positive contribution to the Christian character of the school.

**The impact of collective worship on the school community is good.**

Learners talk about the importance of worship to them and how it gives them time to reflect and think about God. Themes follow Christian festivals and church seasons. During the season of harvest learners enjoy serving afternoon tea to the local community and as a result they learn about service in action. Worship includes teaching about Jesus through Bible stories linked to the values. Learners talk about Jesus being God's son and the light of the world showing an understanding of Jesus and his place in worship. Systems are in place for learners to lead worship through the school Worship Team and Helping Hands groups in each class. Further development is required so that learners can plan the worship content. Worship is led by a range of leaders and includes Anglican practices such as lighting three candles, saying prayers, using greetings and dismissals and singing hymns. Regular monitoring and evaluation involves all stakeholders, leading to improvements such as staff training so that they are more confident to facilitate class worship. Strong support and leadership from the vicar ensures that learners' understanding of the Trinity is developing in age appropriate ways. Experiences such as plaiting three colours together and lighting three candles in worship reinforces learners' understanding of God as Father, Son and Holy Spirit. An older learner said that the Trinity is three different forms of God in the same place at the same time. Learners are inspired to serve others by supporting charities such as building dens for Save the Children and as a result they experienced compassion for the homeless. Learners enjoy contributing prayer to school and class worship. Children in Year 3 pray for one another by adding prayers to the prayer tree. Learners understanding of the value of personal prayer and reflection as part of their spiritual development requires improvement. Worship takes place in a range of settings such as the school, local church and sometimes the school grounds. Worship has a positive impact on some learners such as being inspired to light candles at home for prayer time and attending confirmation classes as a result of experiencing communion in school.

### **The effectiveness of the religious education is good.**

Religious education is given a high priority. The school's scheme of work supports teachers in delivering an enquiry approach based on deep questioning. Assessments at the end of each unit of work show that attainment is in line with or slightly above the national average for most learners. Improvement is needed to use assessments to inform future teaching and learning and to track and measure the progress of all learners. Although not all learning activities are differentiated, the enquiry approach leads to learners developing their skills of evaluation and reflection. Thinking about deep questions allows learners of all ages to flourish and shine. This, together with effective professional development and support for staff has increased confidence in teaching and assessing RE. One teacher said, 'I am far braver tackling big issues with the younger three year old such as, 'Who is God?'' The curriculum supports pupils well in learning about Christianity and they value learning about other faiths such as Judaism and Hinduism. Learners gained insight into the Sikh faith when attending a Sikh wedding. One boy said that it was good to learn about other faiths 'so that we can go out into the world and respect other people's religions.' The whole school focus on the story of Narnia shows that learners have a good knowledge of the key aspects of Christianity. One girl said that Aslan sacrificed himself for Edmund and, 'Jesus sacrificed himself for us and both came back to life'. Pupils in Year 6 were challenged to reflect on the moral dilemmas in the story, choosing between right and wrong actions. The subject leader is effectively supported by governors to monitor standards in RE. Practices such as learning walks and planning and book scrutinies show that the majority of teaching is good and sometimes better. Leaders identify areas to improve such as developing reflective marking to encourage challenge in RE. The RE leader keeps up to date with current developments by attending the RE network meetings and diocesan training. She communicates clearly with leaders, models good practice and supports colleagues so that standards in RE continue to develop.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher, strongly supported by governors and staff consistently promotes a vision which is rooted in Christian values. Leaders talk about how the values impact on the nurturing relationships throughout the school. As a result learners feel self-confident, safe and each child gets the chance to shine. Thorough and insightful self-evaluation is a strength of the school. Consequently this has led to a detailed school development plan with a strong focus on meeting the needs of all learners such as training in maths and developing prayer spaces around the school. Feedback from one survey prompted leaders to set up pastoral groups led by every adult in the school. Consequently children know who to go to for support; they feel valued and listened to and as a result they learn well. Leaders ensure that Christian distinctiveness informs all aspects of the curriculum by mapping out links to spiritual, moral, social and cultural development. As the school expands it will be important that leaders communicate the Christian vision effectively to new staff, pupils and families so that the Christian character of the school is maintained. Leaders and governors have worked together with staff to address development points from the previous inspection. Distributed leadership from governors, staff and the children's Worship Team ensures that the headteacher is fully supported to move the school on. Staff and governors benefit from diocesan and in-service training. Staff have particularly benefitted from training in RE. One teacher said the training had a huge impact on her practice and she has been able to transfer skills, such as using drama to other areas of the curriculum. The school benefits from close links with parents, the church and the wider community. Parents are fully involved in the life of the school. They help in class and share their talents such as running a Shakespeare workshop. Church links are strong with leaders and members leading worship regularly. As a result learners benefit through enriched relationships and learning experiences. The leadership of RE and worship is given a high priority. Both areas are led effectively resulting in good progress in past development points.