

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

<b>Christopher Rawlins Church of England Primary School</b>	
Address	Aynho Road, Adderbury, Banbury, OX17 3NH
School vision	
<p>At Christopher Rawlins we are a school community rooted in love, where we make wise choices about our learning, and have the confidence to do the right thing for ourselves and others. Our vision has its foundation in Paul's prayer for the Christian community in Ephesus, focused on Ephesians Chapter 3 verse 17: "Stand firm and be deeply rooted in love".</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The Christian vision has quickly become embedded in every aspect of the school's life and work. It provides direction and purpose.</li> <li>• Worship is relevant to pupils' lives. It instils in them the values of courage, responsibility and compassion.</li> <li>• Adults and pupils are welcomed and loved. The Christian vision and values mean that everyone is treated well.</li> <li>• The religious education (RE) curriculum is cutting edge and inspirational. It is tailored to the school's context and highly valued.</li> <li>• Pupils make progress in RE due to high quality planning. They can articulate what they have learnt and how it is relevant to their lives..</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Identify opportunities to embed spirituality across the curriculum. This is so that staff and pupils can develop spiritually.</li> <li>• Extend pupils' awareness of the concept of justice beyond the immediate locality. This is so that their engagement includes a global focus.</li> <li>• Facilitate governors' evaluation of worship. This is to further assess the impact it has and to support the school in enriching the worship experience.</li> </ul>	
Inspection findings	
<p>The Christian vision and values are an intrinsic, integral part of the life and work of Christopher Rawlins School. They were introduced recently following consultation with staff, governors, pupils and parents. All these groups consequently feel a sense of ownership of the vision and values. Pupils recognise their importance to their lives. The Christian vision complements that of the trust whilst still reflecting the school's context. It is aspirational and has underpinned the review of the curriculum and policies. It therefore provides cohesion to the work of all staff. They hold love at the core of everything they do. Pupils are treated as individuals and actively encouraged to 'stand firm'. They are part of a community in which they feel loved and secure. Pupils use the vision to help them to reflect if things go wrong. Parents see their children grow in independence and responsibility, both at home and in the wider community. This gives them confidence that the school has a clear</p>	



sense of direction and purpose.

The recently reviewed curriculum reflects the changing context of the school. For example, in English, texts have been chosen specifically to represent the new values. The curriculum is designed to be aspirational for pupils of all ages and abilities. There is an increase in the number of pupils with special educational needs and/or disabilities. The needs of these pupils are addressed with support from within and beyond the school. Staff are nurtured as they respond to these needs. They are developing their use of a range of teaching strategies so that all pupils are included in whole class learning. Pupils participate in a rich programme of extra-curricular visits and events. They are encouraged to question more. Therefore, they are independent, inquisitive learners who have the courage to think more deeply. There are moments for spiritual development within the curriculum and through extra-curricular activities, such as a recent dance day. However, staff are not confident in identifying specific opportunities for this within their teaching. Governors are proactive in their monitoring of the curriculum. They visit lessons regularly and discuss the curriculum in meetings of the full board. Leaders and teachers therefore feel supported and held to account.

Worship is a central part of daily life. The school's three values provide a clear focus for worship each term. Pupils are very familiar with them and understand how they are relevant to their lives. A carefully chosen theme directs the focus of worship each week. Pupils and staff enjoy this cohesive model. It allows them to deepen their understanding as the week progresses. The inclusion of the theme in newsletters means that parents are part of the worship life of the school. There are numerous opportunities for spiritual reflection. Pupils understand that this can take many forms and are able to articulate what it means to them. The spiritual development of staff is enhanced through planning and taking part in worship with their pupils. Staff and pupils are invited to share their own prayers. They demonstrate that they are deeply rooted in love by their responses to these prayers. This makes worship inclusive and inspires others to share their own prayers. Close, reciprocal links with the local church mean that pupils and staff experience worship in a range of places and contexts. This strengthens ties with the local community. Worship is closely monitored by leaders and the diocese, but not by governors.

The ways in which the school upholds its vision ensure that pupils and adults are treated well. Clear links are made between the values and pupils' daily lives. The use of consistent, shared language means that pupils understand what constitutes acceptable behaviour. They use this language themselves to resolve any conflicts. For the youngest pupils, a focus on kindness helps to make the vision more accessible. Staff are supported both professionally and personally. The curriculum review has eased their workload through the provision of comprehensive planning. There is a sense of belonging which extends beyond the school into the wider community. Hence, the vision directs and supports adults just as much as it does pupils.

Pupils and staff actively explore issues of justice and responsibility both through the curriculum and worship. Pupils have opportunities for leadership roles in school. These have brought about tangible changes, such as the introduction of girls' football. Pupils therefore feel empowered and valued. They host local elderly people for a harvest tea and take part in a Christingle service with the village church. Both these examples help pupils to develop an appreciation for the local community of which they are a part. They create a sense of mutual ownership between the village and the school. There are some opportunities for the discussion of justice and responsibility on a global scale during class worship. However, these occasions are not always explicit and are therefore underdeveloped.

The RE curriculum is comprehensively planned to meet the needs of pupils. The school works closely with the trust and the diocese. This has resulted in the introduction of a new curriculum. It balances in-depth coverage of Christianity with a wide range of world views. Focused training ensures that all staff have the skills and knowledge needed to deliver the curriculum. Teaching is therefore of a high



quality. Staff deliver key concepts with confidence and in a way which is accessible to all pupils. Deeper level questions are introduced to older pupils. This ensures that their understanding of key concepts is enhanced when they are revisited. Leaders monitor the progress of all classes by meeting with teachers and scrutinising pupils’ work. This means that the school has an accurate knowledge of pupils’ progress in RE. Staff use this to inform further updates to their teaching. This creates a dynamic and responsive approach to RE. Pupils take pride in their work and greatly enjoy the subject, articulating in detail what they have learned. They understand and can articulate the importance of the subject, recognising its relevance to their lives. Staff hold RE in high esteem. They actively look forward to RE lessons, which fuels pupils’ enthusiasm for the subject.

The inspection findings indicate that Christopher Rawlins Church of England Voluntary Aided Primary School is living up to its foundation as a Church school.

Information			
Inspection date	20 March 2024	URN	147716
VC/VA/Academy	Academy	Pupils on roll	268
Diocese	Oxford		
MAT/Federation	Oxford Diocesan Schools Trust		
Headteacher	Lauren Murrey		
Chair	Bernard Harris		
Inspector	James Manship	No.	2241