

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Clanfield CE Primary School

Clanfield, Nr Bampton, Oxfordshire OX18 2SP

Current SIAMS inspection grade	Good
Diocese	Oxfordshire
Previous SIAMS inspection grade	Satisfactory
Local authority	Oxford
Date/s of inspection	29 March 2017
Date of last inspection	11 January 2012
Type of school and unique reference number	123105 Voluntary Controlled Primary
Headteacher	Robin Smith
Inspector's name and number	Olwyn Davison-Oakley NS822

School context

Clanfield CE Primary School is a small rural school close to Witney that draws from the village of Clanfield and its surrounding area. The pupils are mainly of White British heritage and the number of pupils supported by pupil premium is below average. The number of pupils with special educational needs is lower than national. Staffing is generally stable and the headteacher has been in post since September 2012. Since the last inspection the governing body has experienced a large change in its composition. The school is currently 30% larger than at the previous inspection.

The distinctiveness and effectiveness of Clanfield CE Primary School as a Church of England school are good.

- Leaders articulate and promote the Christian distinctiveness of the school, recognising how this shapes the lives of all in the school community.
- Good provision rooted in Christian values results in the growth of all pupils academically, spiritually, morally, socially and culturally.
- Collective worship has a high profile in the school and pupils value the impact that this has on each individual.
- The inclusive and mutually supportive link with the local church has a significant impact on collective worship, giving a rich experience of Anglican tradition.

Areas to improve

- To create opportunities for involvement in the wider community so that pupils develop a greater understanding of local, national and global communities.
- In order to enhance their spiritual growth, develop areas for pupils to experience personal reflection in quiet areas both inside the school and in the school grounds.
- To ensure that pupils understand the role of the Christian church at a national and international level leading to a greater understanding of, and respect for, diversity and difference within the church and other faith communities.

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

Dedication to Christian values underpins the life in Clanfield CE Primary and these values are promoted, embedded and modelled on a daily basis across the school. The school vision 'Achieving Together, Learning For Life' is evident; it is a caring and welcoming Christian community where all individuals are nurtured and respected whatever their ability or faith as a result of its inclusive and Christian character. Most members of the school community speak proudly of the impact that Christian values have on every individual and parents are supportive of the school. They recognise the work that has been done to strengthen the Christian ethos and understanding of the importance of Christian values. They appreciate the difference that this makes to their children. One parent stated that the 'Christian values apply both in school and outside of school, and support family life.' The Christian ethos in the school is seen in the strong pastoral care and staff commitment to pupils' needs, academically, socially and spiritually. Pupils are valued and supported to grow and develop, academically and in the shaping of good behaviour, attitudes and relationships as a result of the impact of Christian values such as respect and perseverance. Pupils are secure in the knowledge that their efforts will be valued and have confidence to approach all activities with enjoyment. As a result pupils enjoy school, all children achieve well academically and socially, and attendance is good. Pupils understand the importance of Christian values and feel that without them the school would 'just be a building with kids in it.' They talk about 'everyone helping each other' and how school values have changed their lives. Pupils are able to talk about Christianity and other faiths, understanding some similarities and differences between them. They understand that there is value in being different, respecting and being happy to help each other. However, the school does not yet plan for additional opportunities through visits and visitors in the school in order to explore and enrich this understanding further. Pupils do not fully understand that Christianity is a multi-cultural world faith, which restricts their understanding of diversity within the Church. Pupils enjoy the responsibilities given to them. They are proud to be able to help pupils in the Foundation Stage and manage playground friendships through their role as 'peach protectors.' School Council is active in its role as the pupil voice. Pupils are involved in the local, national and international community through fundraising such as OXHOPS Christmas Shoebox appeal and Red Nose Day, demonstrating their understanding of the importance of service to others. Pupils enjoy their lessons and opportunities for spiritual, moral, social and cultural (SMSC) development are evident throughout the school. Pupils talk with enthusiasm about the work that they do in school, however, make little mention of school visits when talking about the curriculum. Pupils' work is celebrated throughout the school. There is a clear definition of spirituality in the school which is understood by adults, and pupils are beginning to develop and explore their own spirituality. RE and collective worship make a good contribution to the distinctive Christian character of the school through the nurturing of pupils' well-being, understanding and spiritual growth. A comprehensive curriculum and good teaching challenge the children to achieve highly. RE is carefully planned and, in the lessons observed, all children were fully engaged and visibly participating and enjoying their learning. The displays around the school demonstrate the importance of RE and how children's work is celebrated. Extra-curricular provision enhances pupils' enjoyment and feeling of inclusion at school.

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

The whole school community of Clanfield clearly values collective worship and acknowledges its impact in every part of school life. Bible stories are shared in collective worship and their messages are embedded into life in the school. Behaviour and attitudes in the school are good, leading to respectful relationships, and can be attributed to the emphasis placed on collective worship and the school's Christian values. Pupils are increasingly able to articulate with understanding the Christian values that are promoted, and they are able to make some links between these and their own lives. Worship in Clanfield is inclusive for all and pupils respond and participate willingly, making a significant contribution to spirituality in the school. Pupils can confidently talk about a range of Bible stories and have a growing understanding of the importance of Jesus and his centrality in Christianity. However, they find it more difficult to articulate the concept of God the Father, Son and Holy Spirit. Worship now takes place in the dining room and Year 5/6 area of the school and gives the pupils a rich experience of opportunities to develop the Christian vision and values of the school. Although less obvious in school worship, pupils' experience of Anglican tradition is enriched by regular worship in St Stephen's Church. Pupils understand the significance of the cross, the lighting of a candle and the seasons of the Church year. Worship at the local Church is well attended by parents and members of the local community who clearly value the opportunity to worship with the school. The importance of prayer is evident; pupils are easily able to talk about why praying can be helpful in many areas of life. Pupils are eager to contribute to prayers, often writing their own, and each classroom has embraced the concept of a prayer tree which is used for prayer in the classroom and in collective worship. Pupils respectfully participate in reflection when invited in collective prayer, however, there are no areas in the school where pupils can reflect privately. All pupils enjoy being able to contribute to worship and older pupils in the school plan and lead worship regularly. Singing gives another facet for pupils to engage positively and songs are chosen carefully to complement the worship experience for the pupils. Collective worship is planned by the headteacher and staff, and the local incumbent is

consulted. The worship is themed around the school's Christian values and adheres to the liturgical church year. All teaching staff lead worship. The incumbent is fully aware of the need for shared planning, monitoring and evaluation of worship and has delegated this to one of the school's foundation governors. Monitoring and evaluation of collective worship is regularly discussed at the SIAMS governor group and findings are reported to the Governing Body. Questionnaires and discussion are regular practices and inform school procedure and ensure consistently good standards in collective worship.

The effectiveness of the leadership and management of the school as a church school is good.

The headteacher, staff, local incumbent and governors articulate and promote the importance of the Christian distinctiveness which underpins everything at Clanfield. The well-being and achievement of all pupils, whatever their ability or background is consistently attributed to the impact of Christian values. Governors support and challenge the headteacher in developing the Christian vision and the impact of this is visible in the way pupils are nurtured and develop into confident learners. The impact is also seen in the pupils' SMSC development. Self-evaluation is regarded as a tool for school improvement planning and is used to maintain the distinctiveness of the church school. The school leaders identify strengths and aspects for further development and discuss these at SIAMS governor meetings and governing body meetings, ensuring that standards in RE and collective worship improve. School leaders, through regular monitoring, ensure that the RE curriculum, collective worship and Christian distinctiveness of the school contribute to pupils' attitudes and behaviour and stimulates good opportunities for the development of SMSC. The need to develop future school leaders is clearly understood and importance is placed on staff and governors' professional, personal and spiritual development. The headteacher and local incumbent, supported by the staff, carefully induct new members of staff. Consequently new staff quickly feel a valued part of the school family and are able to contribute to the respectful and friendly professional relationships that exist. Parents speak highly of the school and are pleased that their children attend Clanfield. They believe that the clear values and ethos in the school nurtures their children and helps them to develop respectful relationships with others. They feel welcomed by the school and that staff are approachable and supportive of their family both in school and out of school. Strong partnerships between the local church, governors and the school reinforce the Christian ethos and parents are confident that this makes a difference to their children's achievements and well-being. These mutually beneficial links contribute to the pupils' understanding of the local community but have not been extended to their understanding at national and global levels. The link with St Stephen's Church strengthens the school's distinctive character and Anglican nature, The RE and collective worship leader have been given support in order to bring about improvements since the last inspection. The school meets the statutory requirements for collective worship and RE.

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