

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Culworth Church of England Primary Academy

Address	The Green, Culworth, Banbury, Oxfordshire, OX17 2BB		
Date of inspection	11 June 2019	Status of school	Academy inspected as VA Evolve Church Academy Trust
Diocese	Peterborough	URN	140065

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 Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Culworth Church of England Primary Academy is a primary school with 94 pupils on roll. The majority of pupils are of 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 below national averages. The school is federated with Boddington Primary Academy and are led by the same headteacher who has been in post for 3 years. They are part of the Evolve Church Academy Trust.

The school's Christian vision

'Respect, Believe, Succeed'. Do to others as you would have them do to you. Matthew 7:12.
Respect firmly underpins all that we do and combined with a belief in themselves and others as well as a faith in God, children will be able to succeed and fulfil their dreams and ambitions.

Key findings

- The clear vision and associated values are based on the life and teachings of Jesus. They are effectively demonstrated in the daily life of the school enabling every member to flourish.
- The headteacher leads the school with passion and commitment. His clear Christian vision enables him to deal empathetically with sensitive local issues.
- The strong links with the church and the diocese, as well as the support from the multi-academy trust, have contributed significantly to the school's Christian ethos.
- The vision underpins all collective worship, which is a strength of the school. The time spent reflecting on living out the Christian values in their daily lives, clearly enhances pupils' spiritual development.
- Recent restructuring of religious education (RE) is ensuring cohesive planning and teaching is in place ensuring pupils develop deeper theological thinking and debating skills. Progress is inconsistent across the classes.

Areas for development

- Strengthen the pupils' spiritual development by offering frequent occasions to pose and discuss 'big questions'.
- Establish systematic monitoring, evaluation and review processes for RE in partnership with the other academies in the multi-academy trust, learning from best practice.
- Ensure pupils deepen their understanding of global issues so that they can identify injustice, allowing them to become courageous campaigners for change.

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

The school's vision and associated values are securely embedded in the ethos of the school. They are firmly rooted in Biblical text and are demonstrated by adults and pupils in their everyday lives, allowing everyone to flourish. The vision and values, such as respect, compassion and generosity, are prominently displayed around the school and on the website, making it clear that these are at the heart of the school. They promote the welcoming and inclusive nature of the school. When the values are observed in action, they are recorded on paper leaves and displayed on value trees around the school, thus encouraging others to live them out too. The governors have recently reviewed the vision and evidence shows they reflect on it when reviewing policies. They have set clear targets to enhance progress and deepen the pupils' spirituality. Being part of the multi-academy trust (MAT), with three other local Church schools, has further strengthened the sustainability of the Christian ethos of the school. The leaders of the MAT work together to support each other within the Christian faith and develop their understanding of Church school education. The school has close ties with the local church and the diocese. The rector is a frequent visitor to the school and leads collective worship every fortnight.

Working with the other schools in the MAT allows for broader curriculum opportunities. Planning, training and monitoring are shared, illustrating the school's values of trust and respect. This is resulting in innovation and is enhancing best practice across the curriculum. Joint sporting events and trips enable the pupils to meet others from different backgrounds and faiths. Parents talk about these events as 'preparing the pupils to get on with everyone'. Support for vulnerable pupils is well planned and effective. The majority of pupils make progress close to national averages. However, some pupils make more than expected progress. Collective worship is integral to the spiritual development of the pupils. They are given some time to reflect and discuss ethical issues. However, times for spiritual development across other areas of the curriculum are missed. Each class has its own reflection space allowing the pupils a calm area to think about issues important to them, within an atmosphere of respect, friendship and compassion. This time for reflection supports the pupils in making positive choices and to overcome barriers to learning. The school council is currently setting up a Rainbow Room, allowing groups of pupils to come together in a secure safe space, to reflect on problems or concerns and to support each other.

The pupils have an understanding of injustice and make suggestions as to how they can redress this. Fundraising has supported the local foodbank and mistreated donkeys. However, evidence shows the pupils do not often debate wider global issues, so they have few occasions to be campaigners for change. Behaviour is good. Incidents of poor behaviour are rare and there have been no exclusions in the past year. The pupils and adults say they are able to express their views in the knowledge that they will be listened to respectfully, allowing them to disagree well. Evidence of forgiveness in action is recorded on the values leaves. The established ethos of truthfulness and compassion supports positive mental health. The school uses the 'Philosophy for Children' approach, allowing pupils to reflect on their concerns together. The values of respect, compassion and friendship underpin the school's sex and relationship education, supporting them in forming healthy relationships. Results of recent parent questionnaires show that they consider the school to be welcoming to everyone. Parents are confident to discuss concerns they have with the staff, as they are listened to and respected.

The newly appointed RE leader is attending training on 'Understanding Christianity'. The pupils are able to talk respectfully about Christianity and other world religions, noting similarities as well as differences between them. There have been no recent opportunities for the pupils to visit places of worship other than the local church. Pupils' work shows that they are acquiring age appropriate skills of enquiry when looking at religious texts. As a consequence of learning about Christianity as a living world faith, evidence indicates the pupils in Key Stage 2 are beginning to explore their own beliefs. However, at present, the scope to deepen theological thinking and discuss 'big questions' is limited.

Collective worship is well planned and monitored by leaders and pupils. High-calibre resources are used, including technology. It is invitational and inclusive of all, whether of different or no faith. It offers times of music, song, stillness, prayer, worship and reflection. Both the adults and pupils in school talk about what collective worship means for them and how it inspires them in their daily lives. Monitoring evidence shows the pupils particularly enjoy the singing as uplifting their moods. The times for reflection allow them time to think about how they can make the next day a better one. Biblical stories, linked to the vision and values, are retold by the

leader or acted out by pupils. Modern day examples of the values in action enable the pupils to see how they can live their lives as Jesus taught. Pupils know the Lord's Prayer and some also write their own prayers, with one pupil chosen each day to read out theirs. These prayers are recorded in books on display. The pupils talk about the lighting of the candle as Jesus being the light of the world and that looking at it makes them think of him. The prominent display of the cycle of the Church's year supports the pupils' awareness of Anglican traditions and festivals. The pupils have an age appropriate understanding of God as Father, Son and Holy Spirit.



The effectiveness of RE is Good

The MAT has set up a focus group of RE leaders to work together, sharing training and best practice.

As a consequence, the newly appointed RE leader is raising the profile of RE teaching across the school.

This is evidenced through vibrant displays of pupils' work around the school. Whilst standards of attainment in RE are in line with other subjects, monitoring by leaders has identified inconsistent progress across classes. There is also inconsistent challenge to the more able pupils. As a result, cohesive planning is now in place. This includes an enriched curriculum, incorporating visits to a wide range of places of worship.

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