

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Deddington Church of England Voluntary Aided Primary School	
Earls Lane Deddington Banbury Oxfordshire OX15 0TJ	
Current SIAMS inspection grade	Outstanding
Diocese	Oxford
Previous SIAMS inspection grade	Good
Date of academy conversion	July 2017
Name of multi-academy trust	Oxford Diocesan Schools Trust
Date of inspection	25 April 2018
Date of last inspection	30 April 2013
Type of school and unique reference number	Primary Academy VA 144530
Headteacher	Clive Evans
Inspector's name and number	Toby Long 896

School context

Deddington is a village school serving a local rural community. There are currently 195 pupils on roll who are mainly White British and from a variety of socio-economic backgrounds. The headteacher has been in post for seven years and staffing is very stable. In July 2017 Deddington joined the Oxford Diocesan Schools Trust (ODST) Multi Academy Trust. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average. The proportion of pupils eligible for the pupil premium is below the national average. There are well established links with the local parish church and community.

The distinctiveness and effectiveness of Deddington Church of England Voluntary Aided Primary School as a Church of England school are outstanding

- Every pupil at Deddington is nurtured by distinctively Christian values which are made explicit and are deeply embedded in the daily life of the school.
- The school's Christian character has a high profile across the school community and clearly shapes the school's approach to personal spirituality and well-being of every pupil.
- Leadership and management of religious education (RE) and collective worship is exemplary and leads to outstanding provision in both areas.
- Pupils enthuse about inspirational worship which is inspired by Christian values and prayer.
- Spiritual, moral, social and cultural (SMSC) development of every pupil is supported and greatly enhanced by the fruitfulness of the Christian character of the school.
- A strong and mutually beneficial relationship exists between the school and parish church together with its clergy and community, which further enhances the school's Christian character.

Areas to improve

- To further develop pupil's understanding of diverse communities so that pupil's respect of difference and diversity in a national context is enhanced.
- To create a programme of staff development to enable effective development opportunities for the preparation of future leaders of church schools.

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

Pupils attain highly at Deddington. This is as a direct result of recent strategic improvements that have been made, which are rooted in deeply embedded Christian values: respect, forgiveness, faith, perseverance, honesty, friendship, kindness and responsibility. Pupil attendance is well above the national average and supported by the high profile of the Christian character of the school that is built on the solid foundation of the school's agreed values. Parents comment that, 'Christian values from school guide you for a lovely life. They empower children to learn in a safe and trusting environment'. Regardless of background, children at Deddington make excellent academic progress from their starting points. The Christian vision and values are made explicit throughout the learning environment. All parts of the school community articulate the significant impact these have on their daily lives. There are rich opportunities for pupils to explore their spirituality. Planned opportunities are woven into the curriculum and experiences such as the annual Pebble Mass, when each new child adds a pebble to a jar which is proudly displayed in the school entrance, are highlighted by parents and pupils. Visual reinforcement of the school's Christian character is displayed throughout. A giant woven cross created by the school community is prominent in the school hall. Reflection areas in each classroom enable pupils to share their thoughts and views in a safe and trusting environment. Pastoral groups, consisting of a small mixed age group of pupils, support individuals in their spiritual journey. One member of staff said, 'each child here is a lamp to be lit', and teachers strive to ensure that every pupil is supported on their spiritual journey. The Christian character of the school enables older pupils to be called to confirmation in the parish church. As a parent explained, 'Our children are able to make the decision themselves because of the school's values that spill over into home life and influence the choices our children make'. Equally, families of no faith feel welcomed and nurtured in the school community and parish church. Long lasting and powerful links are made with two schools in South Africa. As a result pupils have a rich first-hand understanding and respect for global communities. The school has identified the need to further develop opportunities for pupils to explore other communities nationally. Relationships across the school community are very strong. Parents explain that, 'Teachers at Deddington do a lot more than just teach'. Pupils delight in attending the Full Circle group with older members of the local community coming together to share lunch and craft activities that enable pupils to build confidence. This intergenerational group is just one example of the school's approach to well-being for all in the school community. Deddington is a Fairtrade school and as a result pupils have an advanced understanding of charitable works. As one pupil said, 'Fairtrade makes me feel good because you are helping other people. Helping makes me feel proud'. Pupil behaviour is excellent. The school's values are lived out by pupils in lessons and during recreational times, when staff strategically plan to support the well-being of pupils. RE makes a significant contribution to the Christian character of the school. As a result pupils have a highly developed understanding and respect of different faiths and cultures. The RE curriculum permeates the Christian character of the school and the entire school community readily articulate the impact lessons and discussions in RE have on their thinking and views. Parents believe that due to the Christian ethos conveyed so inclusively by the school that, 'the whole community in Deddington is closer and enhanced'. The Christian witness of the school is proudly displayed by children carrying banners promoting the school's Christian values in regular processions from the school to worship in the parish church.

The impact of collective worship on the school community is outstanding

Worship is at the heart of this school. Inspirational acts of worship at Deddington have a very positive impact on the whole school community. A Worship Group of pupils from all year groups enthuse about the part they play in planning worship with staff and clergy, 'we love making changes, because we can all take part in making it better'. Worship plays a fundamental part in shaping pupil's behaviour, attitudes and relationships. During the act of worship observed pupils made bold links between Biblical texts and actions they should take. As one pupil articulated, 'relationships are all about us connecting with people and learning to love everyone'. Through inspirational acts of worship, pupils at Deddington are called to be Christ-like. They question and reflect on what Jesus would do in different situations. Reflection areas in classrooms ensure that pupils have regular opportunities to reflect on themes. Worship is enriched by displays that share pupil's questions on the current worship theme, the washing line to which anyone can add a prayer, celebrations of personal achievements and links with other global communities. Music is used to set the tone and pupils feel their singing is genuine worship, as one pupil said, 'it uplifts me every day'. Each class create an icon that is brought to worship to be shared with the school community. Icons are linked to the scripture explored. Worship allows all present to contemplate on key themes and has a significant impact on the SMSC development of all pupils. Anglican traditions such as liturgical colours are known by children and vestments adorn the worship table as a focus. Worship provides opportunities for pupils to understand and celebrate festivals in the Church's year. Clergy lead engaging acts of worship that contribute to building impressive relationships between parish church and school. Pupils explain that clergy, 'know us and we trust them to listen to us and learn so much from them'. Clergy explain the mutually beneficial relationship enables congregation members to develop their faith by listening to pupil's responses to questions. Regular community communions are celebrated in the parish church as the school and wider community come together to worship. Youngest pupils demonstrate a deep level of understanding of the person of

Jesus Christ. As one pupil said about Palm Sunday, 'Jesus wasn't a big tough king. He was a helpful, kind king'. Pupils enthusiastically explain the fruits of the spirit and the role these have in their lives. Pupils of all ages reflect on the Holy Trinity with great understanding, 'the Holy Spirit gives me hope. When we experience the Holy Spirit it is like a light bulb moment.' Parents explain that pupils role play worship at home and ask to say prayers at meal times, building successfully on the central position prayer plays at Deddington. Leadership of collective worship is highly effective. With the Worship Group, leaders robustly monitor the impact of worship on the school community and actively seek improvement ideas from pupils.

The effectiveness of the religious education is outstanding

Leaders have ensured that actions from the last inspection have been fully addressed by developing an effective system to track and assess pupil's learning in RE. Highly effective use of assessment informs teaching and enables high quality learning in RE. Pupils achieve highly in RE as a result of outstanding teaching across the school, making sustained and rapid progress in RE from their starting points. Leaders have prioritised professional development to support RE teaching. All RE teachers have completed the Understanding Christianity programme. As a result, pupils' outcomes, knowledge and understanding of Christianity is outstanding. The curriculum is enriched by the Understanding Christianity resources. The school's monitoring of RE teaching is thorough and effective in making improvements to RE since the last inspection. Rigorous moderation of work in RE ensures that judgements are accurate. Clergy support teachers in class with themes such as the resurrection and death. Pupils explain that, 'We can ask anything and know our questions will be answered honestly'. Pupils are inspired by the subject and apply a wide range of higher level skills to great effect. Pupils acquire deep respect and understanding of different religions as a result of teachers ensuring pupils engage with learning opportunities. Differentiation in lessons ensures that all pupils can access these learning opportunities. Pupils explain that regular opportunities to reflect on RE teaching, 'helps us to think for ourselves and we can learn about other religions and see the similarities and learn about the differences'. The school's Christian values are woven through the RE curriculum and pupils make clear links between their values and learning that takes place. SMSC is intrinsic to RE lessons and enriched by RE days, such as the Barnabas one linking Christianity to the Narnia books. Educational visits, such as the one to Coventry Cathedral, deepen pupil's knowledge and understanding and make a significant contribution to the quality of RE at Deddington. The leadership and management of RE is exemplary and sets the benchmark for all other subjects. The RE leader's enthusiasm and passion for the subject inspires all teachers across the school. Rigorous and extensive monitoring and evaluation result in focused action plans that effectively build on outstanding practice. The subject leader's expertise is shared with other schools and the diocese through regular area meetings held at Deddington. As a result of the subject leader's inspiration, ambitious plans lead to rapid improvements in RE.

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

Leaders at Deddington prioritise the Christian vision and ethos of the school. As a result, the whole school community clearly articulate and live out the school's Christian values. Pupils' achievements are high compared to national figures and the school rightly links this success to the learning environment rooted in Christian values. Leaders ensure that pupils well-being is central to the school's effectiveness. Pupils are encouraged to serve their school community through the worship group, school council, Fairtrade group and eco-committee. Leaders live out the school's vision and Christian values. Self-evaluation of the effectiveness of the school as a church school involves all groups in the school community. Leaders ensure that regular and thorough surveys and questionnaires of the school community lead to improvements. Leaders ensure that pupil voice is at the heart of evaluation of worship and RE. The development of the SIAMS governor committee, who actively seek to strengthen greater links between the school's vision and values in the community, continues to be highly effective. Effective monitoring by governors ensures that resources provided for staff development and training are effectively used to enhance the Christian character. Senior leaders rightly identify the need to further develop all leaders as future leaders in church schools. Leaders express the shared vision of improvement in all areas of the school. Staff say, 'There is a vibe within the school for getting better at getting better'. This aspiration is clearly rooted and inspired by the Christian character at Deddington. Christian and aspirational vision cascades from all leaders and ensures that the well-being of pupils and staff is paramount. The richness of the Christian character within the learning environment ensures the effective SMSC development of every pupil. Leaders have strategically ensured that RE and collective worship are given the highest priority, which leads to outstanding practice in both. Partnerships with the ODST and wider diocese continue to support the work of the school and leaders are asked to share best practice and expertise with other settings. The parish church plays an active role in supporting the school and clergy readily articulate the mutual benefits for the wider community in Deddington. Parents are rightly enthusiastic about their school. They see the strategic changes leaders are making to improve outcomes for their children and the links between the Christian character and emotional intelligence of pupils', which parents say, 'filters into their home lives'. As one parent explained, 'Christian values shape leaders'

decisions to make improvements. Our children's happiness and love of everything about school show that this works wonderfully.' Arrangements for RE and collective worship significantly exceeded statutory requirements.

SIAMS report April 2018 Deddington Church of England VA Primary School Deddington Banbury OX15 0TJ