

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Leigh Church of England VC Primary School

Vision

Valuing everyone, in our school, in our community, in our world.

‘Love one another, as I have loved you’ (John 13)

Strengths

- The Christian vision is a driving force for enabling pupils, staff and the school community to flourish. The living out of the vision creates a deep and powerful sense of fellowship.
- Collective worship acts like the heartbeat of the school. It is a much-cherished opportunity to bring the community together, providing rich opportunities for spiritual growth. It is an outward expression of the Christian vision.
- Strong and established links with the local parish church support the school in enabling pupils and adults to flourish spiritually. Its impact resonates across the school and community beyond.
- Leaders have fostered a culture in which the Christian vision is a constant reference point for ensuring pupils and staff are treated well. The drive to meet the need of the most vulnerable members of the community is unabating.
- The religious education (RE) curriculum is well-structured and sequenced. It enables pupils to develop core skills in religious literacy and knowledge of a range of faiths. This serves them well for the next stage of their RE learning journey.

Development Points

- Continue to develop understanding of the language of spirituality across the school. This will enable all pupils to confidently express and articulate their understanding of spirituality.
- Enhance the RE curriculum by developing sequenced opportunities for pupils to develop worldview perspectives, including non-religious views. This will enable pupils to develop an even greater understanding of the world we live in today and their own place within it.



Inspection Findings

North Leigh Church of England Primary School is a place where pupils and staff truly flourish. The Christian vision permeates every aspect of school life, creating a strong sense of identity and moral purpose. Carefully chosen Christian values, such as love, respect, perseverance, and flourishing community act as levers to drive the vision. Staff, and those allied to the school, such as the local church, give selflessly. They model the school's Christian values. In doing so, they serve their community as Jesus exemplified. School leaders are ambitious and aspirational in their pursuit to live out the Christian vision in full. They have created an inclusive learning environment where pupils, staff and the community are valued. There is a culture of lifting barriers to ensuring that the needs of all are met. Leaders have adapted and shaped the vision to respond to changing community needs. This is reflected in the school's post pandemic agenda and their efforts to bring communities together. Leaders and governors monitor the impact of the vision. They collect pupil voice and parental perspectives, and they analyse the data to feed into their drive for bringing about the best outcomes for all. Oxford Diocesan Schools Trust (ODST) provides supportive leadership, and a sense of family and belonging, which helps the school to live out the Christian vision. North Leigh's Christian vision resonates within the overarching vision and values of ODST.

The school's Christian vision permeates the curriculum. School leaders rigorously monitor the impact of the vision on the school curriculum and how it impacts on learning. They make timely adjustments and support to ensure pupils, including the most vulnerable, achieve the best possible outcomes. For example, in relation to their strategic monitoring for pupils in receivership of the Pupil Premium grant, or newly arrived pupils. School leaders ensure that the curriculum is adapted to the needs of all pupils. For example, for pupils with special educational needs (SEND). This exemplifies the school's steadfast commitment to valuing all and enabling all to flourish. As a result of leaders' vision led approach, pupils achieve excellent outcomes in their learning and are well-placed for the next stage of their learning journey. There is a rich variety of extracurricular activities for pupils to experience. These include sports activities, music clubs and opportunities to attend trips. Pupils and parents value the rich curriculum offering. Opportunities to develop the curriculum through, for example, ODST networks, helps to ensure the curriculum is outward-looking.

Collective Worship has a special place in the school day and is greatly enhanced by the strong bonds with the parish church. It provides rich opportunities for deep and meaningful spiritual reflection, such as during the school's annual Remembrance and Easter services. It is invitational and inspirational, and leaders ensure that it is always inclusive. Pupils and staff value the opportunity to come together, to reflect on their place in God's world and live out the Christian vision in their daily lives. There are opportunities to visit the local church, St. Mary's, to take part in key events of the Christian calendar. Collective worship also provides opportunities for pupils to develop their understanding of Christianity as a global faith. This enables them to value others, including those less fortunate than themselves. Links with the local charity, BeSpace, enhances spiritual learning enabling the pupils to learn about prayer and reflective spaces. The school's recent work on developing conceptual understanding of spirituality has been impactful. Many pupils use the language of spirituality when talking about special moments in their life, such as during holidays. However, this does not apply to all, so not all benefit as much as they could.

The Christian vision is a motivating force in enabling staff to flourish. Leaders, for example, provide much-appreciated opportunities for professional growth. They live out the vision by supporting their staff at times of emotional need. Senior leaders, in turn, value the lengths trust leaders go to support their well-being. For example, in the recent modification of expectations of headteacher reports to governors. The trust serves the school through high quality training and networking opportunities. These, too, support the school to live out the Christian vision. The trust enables staff to develop and grow as professionals, as well as develop the skills and knowledge to best serve the needs of the community. For example, in recent training for supporting pupils with SEND. There is overwhelming positivity about all that it does to enable their pupils to flourish. The culture of inclusion, which is central to the school, is much valued. Parents recount unfailing support at times of personal difficulty, financial hardship, or critical illness and are recounted with passion.

The school's Christian vision is a driver for pupils to respond to social injustice and develop a sense of responsibility towards others. There are many opportunities for pupils to make a difference to local communities and beyond; for example, by supporting the local food bank at Harvest, or recycling school uniform. The school has also embraced a young leadership award scheme. This provides a structured and meaningful tool to enable pupils in upper Key Stage 2 to learn about courageous



advocacy. It helps them to find ways of making a difference to the lives of others, such as through fund raising. Pupils take their role seriously and talk with enthusiasm about how they make a difference to the lives of others. Across the school, pupils raise money for a range of charities and community projects. In doing so, they model to others how to 'value everyone, in their school, their community and their world.'

RE is a high-profile subject and is led with a commitment to achieving excellence. The curriculum has been very carefully sequenced from a range of high-quality sources to meet the needs of the community. Opportunities for meaningful cross-curricular links help bring the curriculum to life and make it relevant to the school's context. Members of the community are welcomed into the school to share their own faith experiences. These enrich the pupil's learning. There are also planned opportunities to visit places of worship, in person, or virtually. Importantly, the curriculum provides a means to develop a deep understanding of key Christian concepts and religious literacy. It has both depth and diversity. Pupils, for example, learn about a range of faiths, such as Islam and Hinduism. This helps them to foster a broader view of religious and cultural diversity beyond their local community. The curriculum, however, does not provide sequenced opportunities to develop worldview and non-religious perspectives. Nevertheless, the RE curriculum, overall, provides a strong and robust foundation for the next stage of RE learning. Pupils talk with enthusiasm about their RE lessons. They recount their learning of stories from the Bible or other faith texts. For example, 'The Good Samaritan' and creation narratives, and how these help them to best treat and value others. School leaders, including governors, regularly, and rigorously, monitor the impact of the RE curriculum.

Information

Address	Park Road, North Leigh, Witney, Oxfordshire, OX29 6SS		
Date	12 November 2024	URN	14152
Type of school	Voluntary Controlled (VC) Primary	No. of pupils	159
Diocese district	Diocese of Oxford		
MAT/Federation	Oxford Diocesan Schools Trust (ODST)		
Headteacher	Ben McPherson		
Chair of Governors	Sophie Warner Anne Dellar (CEO)		
Inspector	Gary Price		