



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

The Hendreds Church of England Primary School (Voluntary Aided)

Ford Lane
East Hendred
OX12 8JX

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Oxford

Local authority: Oxfordshire

Dates of inspection: 10 March 2016

Date of last inspection: 11 March 2011

School's unique reference number: 140473

Headteacher: Elizabeth Tansley

Inspector's name and number: Olwyn Davison-Oakley (NS No: 822)

School context.

The Hendreds CE Primary is a smaller than average-sized primary school set in rural Oxfordshire. Most pupils are predominately of white British heritage. The proportion of pupils who trigger additional government funding is below the national average. The school became part of the Oxford Diocesan Schools multi-academy Trust (ODST) in December 2013.

The distinctiveness and effectiveness of The Hendreds Church of England Primary are outstanding.

- Leaders confidently promote, articulate and live out the school's Christian vision.
- Distinctive Christian values are deeply embedded in the daily life of the school, clearly contributing to pupils' personal values and achievement
- Aspirational Christian themes and a culture of respect inspire a high level of spiritual and moral reflection resulting in excellent conduct of pupils.
- Children are able to make links between the beliefs, practices and values of faiths studied in the Religious Education (RE) curriculum.
- Links with the Christian values and spiritual, moral, social and cultural (SMSC) development are fundamental to the RE curriculum and have a considerable impact on learners.

Areas to improve.

- In order to further enhance pupils' spiritual growth, develop more opportunities for them to take a leading role in the planning of and presentation of collective worship.
- In order to further enhance pupils' understanding of Christianity as a global faith, develop links with other national and global Christian communities.

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

The Hendreds' exceptional commitment to Christian values is clearly seen in the life of the school. The headteacher and staff strive to attain the school's vision for each child to achieve well, academically and socially, regardless of their background or ability. Christian inclusivity values all pupils and consequently children enjoy school and attendance is good. All members of the school community are proud of its Christian ethos, how it underpins daily life and the impact that it has on the children's achievement and behaviour. The behaviour in the school is impeccable, and firmly rooted in respectful relationships. Pupils take the responsibility of respecting and helping others very seriously. They are aware that the Bible helps them understand what to do to live a better life. They are proud that they can help the 'little ones' and others less fortunate in the school and in the wider community. They are aware that Christianity is a multi-cultural world faith but the school does not have any existing links with Christian communities at a national or global level. Collective worship, RE and the school ethos reinforces Christian values such as forgiveness as well as the importance of respect for diversity within other faith communities. A governor explained that "the Christian distinctiveness is not about what is taught, it is about the space in which the children are taught". Parents openly talk of the welcoming and nurturing environment where everyone is known, and of the way in which the school community is a family. They talk about how Christian values make a difference both in and out of school, "my son is kinder to his brother since he started school," and "it's all about putting others before yourself here, it's the Christian ethos". Christian values and the school's dedication to providing experiences for physical challenges in curriculum time and at break times contribute the SMSC of all learners. Displays around the school celebrate children's achievements. Pupils confidently talk about their service to the community through charitable activities, and about the rich curriculum supported by school visits which clearly enhance all aspects of SMSC. The relationship with St Augustine's Church is good, and Rector Birch provides strong theological and pastoral guidance to the school. Attendance is good.

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

Worship in The Hendreds is valued by the whole school community and all members of the school, including regular peripatetic teachers attend. Collective worship is currently being led by the senior leadership team in the school, following a cohesive programme of worship that is planned and monitored. There is a real sense of intimacy and respect during collective worship and children have a good understanding of the importance of Christian teachings and are becoming increasingly familiar with Anglican practice. Worship is focused on the school's Christian values and the liturgical Church year. Biblical stories, particularly about Jesus, play an important part in the delivery of worship, supporting the children well in developing their knowledge and understanding of Christian beliefs. The children are able to make explicit links between the Bible stories and how they should live their lives. Worship contributes to the spiritual life of the school through its inclusivity and all children are happy to contribute to and lead in worship when they have the opportunity to do so. However, the school is aware that children leading worship is an area to focus on. The children experience a balanced approach to worship which is a result of a constructive partnership between the headteacher and the local rector. Acts of worship include focal points; a candle and Bible, setting it within Anglican practices. Children articulate the importance of prayer and personal reflection, and enjoy writing the prayers for school worship. A pupil talked about prayer being the way to "develop his relationship with God". They value the places for reflection in their classrooms and where they can be quiet outside the school buildings. However, they talked about these areas being unavailable in the winter months and also because of the construction work on the playground. Behaviour in the school is exemplary, and can be attributed to the emphasis placed on the centrality of worship and its Christian message. Children understand the concept of God the Father, Son and Holy Spirit, explaining confidently what this means. Planning of worship follows a two year programme and evaluation is undertaken regularly by the Senior Leadership team, governors and pupils. A recent survey of children resulted in older

children teaching younger children relevant messages from worship. Parents and governors are invited to share in worship in the school and also in the local church for Christian festivals.

The effectiveness of the religious education is outstanding.

The Senior Leadership team is currently leading RE in the school which ensures that pupils experience a rich curriculum in which they are challenged appropriately. The curriculum is taken from the Oxfordshire Agreed Syllabus and supplemented with additional resources. The headteacher ensures that high quality teaching and learning is accessed by all pupils by supporting less experienced staff, modelling teaching and providing a comprehensive programme of training. Pupils consequently achieve well in RE, developing an understanding of Christianity and a broad range of religious beliefs. Conversations with pupils and observation of teaching confirm that pupils enjoy RE and learn well, being challenged to address demanding concepts. Pupils participate in lessons readily, listening to other's opinions respectfully. They understand that everyone's ideas are of value, and are aware that teachers carefully include pupils who are less confident. One child was proud that he is able to help another pupil who is less able than himself in RE, and another explained that her teacher is kind because "he is careful how he chooses people who are shy". They can make links between learning in RE and learning in other subjects. Ongoing monitoring and assessment of RE and other subjects in their topic books support children's learning and ensures that progress for all pupils continues to be good and in many cases outstanding. Children stated that they enjoyed RE, particularly when they are involved in activities which require discussion. They feel able to explore concepts with confidence as they are not afraid of getting an answer incorrect. One child explained "you make mistakes to learn". Written work demonstrates that RE has a high profile in the school and that the subject has good coverage through a variety of experiences in the curriculum, in extra-curricular activities and in school visits. Displays to support and celebrate children's learning are evident in all areas of the school. RE contributes comprehensively to the SMSC in the school.

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

The headteacher, staff, rector and governors continually uphold, articulate and promote the importance of the Christian distinctiveness which lies at the heart of The Hendreds. The caring leadership of the headteacher is mirrored not only by all of the staff in the school but also by the children, particularly Year 6 who are very conscious of their Christian stewardship in the school. Christian values have a central place in the school. Governors support and challenge the headteacher in developing her Christian vision and the significant impact of this is clearly visible in the pupils' SMSC development and the way pupils are nurtured and develop into confident learners. Governors work closely with the Senior Leadership team to ensure that standards, the RE curriculum and the distinctiveness of a church school are monitored and promoted. The school leaders identify strengths and aspects for further development in senior leadership meetings and discuss these fully at governing body meetings. Parents are happy that their children attend The Hendreds because the values implicit in the school makes a difference to the attitudes and values of their children. They are proud to be part of the school community and are happy to share in promoting the school family in welcoming new parents to the school and village community. They appreciate the opportunities to participate in school life. They are confident that their children achieve well because of the Christian ethos. They speak highly of the care and dedication of the staff. Pupils are excellent ambassadors for the school. They model the school values and enjoy helping others through fundraising and serving the wider community. All staff feel supported in their roles. There is a clear understanding of the need to develop future school leaders and great importance is placed on their professional, personal and spiritual development of teachers. This has become more evident through the school's link with the ODST which provides a comprehensive programme of continual professional development and advice for school improvement. A productive partnership exists with the local church and its clergy. This link with the community strengthens the school's distinctive Anglican character.

The school more than meets the statutory requirements for collective worship and RE.