



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Chacombe Church of England Voluntary Aided Primary Academy

Thorpe Road, Chacombe
Banbury, Oxfordshire
OX17 2JA

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Peterborough

Local authority: N/A

Date of inspection: 6 May 2015

Date of last inspection: June 2010

School's unique reference number: 122081

Headteacher: Cathy Godden

Inspector's name and number: John Weaver 402

School context

This rural school is situated close to the Northamptonshire county border. A significant number of the pupils come from the nearby Oxfordshire town of Banbury through parental choice. The percentage of pupils eligible for free school meals is well below the national average. In 2014, over 30% of the pupils in Year 6 were on the special educational needs register, well above the national average. Many of the pupils are of white British heritage. A proportion of the pupils are from other cultures or have English as an additional language. The school converted to academy status in 2013.

The distinctiveness and effectiveness of Chacombe Church of England Voluntary Aided Primary Academy as a Church of England school are good

- The head teacher's commitment to leading a school firmly rooted in Christian values has a strong impact on the way pupils relate to and work with each other.
- Outstanding spiritual, moral, social and cultural (SMSC) development amongst the pupils is achieved through an emphasis on daily reflection and Christian teaching.
- The leadership's Christian vision for the nurture of all pupils underpins the school's drive for them to overcome their difficulties and succeed.

Areas to improve

- Extend the opportunities the pupils have to plan, lead and evaluate daily acts of collective worship on a regular basis to further enhance their engagement.
- Ensure that marking in religious education (RE) enables pupils to improve their learning in the subject rather than their literacy skills.
- Enable governors to be fully involved in the strategic planning and on-going development of the school as a church school.

The school, through its distinctive Christian character, is outstanding at meeting

the needs of all learners

The school's Christian character is central to its mission. The philosophy of the unconditional love of God for all his children, whatever the circumstances, enables the pupils to thrive. The head teacher believes in nurture of the individual through 'well-being, development and progress', in that order. This ensures that all pupils, whatever their starting points, are supported and given individual strategies to meet their needs. As a result all pupils, including those on the special educational needs register usually make good progress. This also applies to those experiencing social and emotional difficulties. Achievement in writing is a strength of the school and pupils make very good progress in this subject. SMSC development is outstanding. Pupils demonstrate many facets of spirituality because they have frequent opportunities to reflect, discuss and question. Parents talk about how the children ask fundamental questions about life, religion and other people's views. They have a strong sense of right and wrong because they have been taught the importance of upholding Biblical values. The school's Christian values support living and working together in harmony and for mutual good, leading to excellent relationships. The behaviour policy is based partly on restorative justice. This aspect teaches the pupils to understand the consequences of their actions and how to make amends. It is successful in bringing about a high standard of behaviour. There have been no exclusions in the last three years, further indicating the positive impact of the school's Christian values. Attendance is higher than the national average. The engagement with families and children from diverse communities has led to many mutual benefits for both. Families from non-Christian faiths have found a warm welcome. The opportunity for them to enrich the lives of all pupils with their distinctive knowledge and culture has been eagerly used. This has been successful in giving the pupils a high level of understanding and respect for diverse communities. RE makes a good contribution to the Christian character of the school. The school's Christian values are supported by good learning about the life and teaching of Jesus in RE.

The impact of collective worship on the school community is good

Collective worship is inclusive, joyful and spiritual. The children sing worship songs with obvious enjoyment and excitement, showing that for them this is a special time in the school day. The parent body's involvement in widening the range of music used in worship, 'music that moves me', gives it greater impact. Parents say the children spontaneously sing many of the songs at home. Although worship is distinctively and predominantly Christian, festivals from faiths represented in the school community are regularly celebrated. The impact of this is enhanced through first-hand experience provided by parents. Pupils can link the school values to Biblical material that is used in collective worship. The children experience prayer-writing at an early age. Their prayers are used in collective worship, giving them confidence. The emphasis on prayer and reflection means that the children find talking to God an easy experience. They know some Anglican liturgical responses through frequent use. Worship in church enhances the development of spirituality. It is said that even the annual leavers' service has a real sense of worship. Pupils have a good understanding of the life and teaching of Jesus because it forms the subject of most worship. They ask detailed and difficult questions, showing their interest. Children can articulate the real meanings of festivals such as Christmas, Palm Sunday and Easter. They can talk about events in the life of Jesus with an understanding of what these stories mean for them. Pupils understand the concept of the Trinity and the older ones can explain it in appropriate language. Governors have addressed a focus for development from the previous inspection in the monitoring and evaluation of collective worship. It is easy to build up a picture of collective worship over time because the elements present in the worship are always noted. This shows good progress. School leaders' records include suggestions for improvement. Pupils plan and lead the annual leavers' service in church. They are now ready to take more regular opportunities to plan and lead daily acts of worship in school.

The effectiveness of the religious education is good

Achievement of learners in RE is good. There is a rising trend of those attaining the higher levels in their key stage. Similarly, the proportion of those expected to make better than average

progress from Key Stage 1 to Key Stage 2 is rising. This is because all the teaching in RE throughout the school is good or better. Learning is tailored to ensure individual development. Planning based on the Northamptonshire Agreed Syllabus ensures that the balance between learning about religion and learning from religion is maintained. Families attending the school and villagers from the Muslim, Jewish and Sikh communities support the children's learning in RE by providing first-hand examples. This brings the subject alive and makes it more relevant. Consequently the children have good recall. RE is well-managed. It has a high profile within the school curriculum. Teacher assessment is in place to track progress and inform future planning. The co-ordinator is well supported by the diocesan education team. She shares what she has learned with the staff to help them to improve their teaching. Leadership and governor monitoring, also a focus from the previous inspection, has had a positive impact in identifying areas where improvements can be made. The recent introduction of 'Godly Play' is having a positive impact on the contribution of RE to pupils' SMSC development. However, marking does not always support pupils in understanding how to move their learning in RE forward.

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

The school's Christian vision drives the nurture of individuals. This has a strong impact on standards of achievement for all pupils, but particularly those experiencing barriers to learning. Data shows that such pupils are usually able to overcome their difficulties through the Christian love, care and attention they are given. The head teacher's explicit and distinctive Christian vision permeates the school. All staff support this fully. The Christian values that underpin the school, agreed through discussion with all stakeholders, impact well on all areas of school life. Arrangements for RE and collective worship meet statutory requirements. Leaders and governors have made good progress in addressing all the foci for development from the previous inspection. They have a good knowledge of the school and their self-evaluation judgements are largely accurate. Governors are not yet fully involved in the strategic planning and future development of the school as a church school. They have addressed the issue of future leadership of church schools. Governors have supported teachers wanting to achieve professional and management qualifications. One teacher has achieved the National Professional Qualification for Headship and another has completed a middle leadership programme. A succession plan led to the current chair of governors taking office in 2013. The partnership between the school and church is mutually beneficial. Members of the church work effectively in school, and school staff help with 'messy church'. Parents and carers say that they know that any concerns they have will be immediately heard and acted upon. Support from the diocese is valued and used well to drive improvement.

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