THE CHURCH OF ENGLAND EDUCATION OFFICE

The Methodist Church

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holyport Church of England Primary School				
Address	Stroud Farm Road, Holyport, Maidenhead, Berkshire, SL6 2LP.			
Date of inspection	5 February 2019	**Status of school**	Primary academy inspected as VA. Oxford Diocesan Schools' Trust (ODST)	
Diocese / Methodist District	**Oxford**		**URN**	142846

Overall Judgement	**Grade**	**Good**
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	**Grade**	**Good**
The effectiveness of religious education (RE)	**Grade**	**Good**

School context

Holyport is an average sized primary school with 279 pupils on roll. The school has low levels of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is below the national average. In June 2016, since the previous inspection, the school converted to an academy and became a member of the Oxford Diocesan Schools Trust. A new headteacher was appointed in September 2016 and the school has re-structured due to a fall in the pupil roll.

The school's Christian vision

Love Learning, Love Life…in all its fullness.

Rooted in our Christian Foundation everyone feels valued, respected and knows their contribution will be recognised. Through our broad and memorable education experiences, all pupils achieve their full potential and become enthusiastic learners for life. Our pupils are active, healthy, responsible citizens of the future.

Key findings

- The school's Christian vision, although in its infancy, is inclusive and nurturing. It is widely understood but is not yet deeply embedded.
- Robust and effective governance ensures the daily application of the Christian vision which enables all pupils to achieve well.
- Strong leadership in religious education (RE) and the enthusiasm of the teaching staff, mean that pupils are passionate, love learning and achieve well.
- The links between the church and diocese contribute to the Christian character of the school.
- Collective worship allows pupils to link the vision to both their own behaviour and to the behaviour of others.

Areas for development

- Provide pupils with more experiences so that they are confident in their understanding of how the school's vision is linked to challenging social injustice.
- Continue to develop the use of the prayer and reflection room so that all pupils have an opportunity to explore different ways to worship.
- Develop global partnerships so pupils have a wider understanding of Christianity throughout the world.

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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

Since her appointment the headteacher, ably supported by the deputy headteacher, has ensured that the school's vision is distinctly Christian. The vision of 'Love Learning, Love Life…in all its fullness' has been recently reviewed and leaders talk confidently about its biblical context. Pupils recognise the special nature of their school and say, 'we are one big family'. Inclusion permeates throughout all aspects of school life. One pupil said, 'we are all valued, we are all important and unique regardless of our faith or beliefs'. Through their rigorous challenge, governors monitor the impact of the vision on all pupils. They question school leaders to ensure that all pupils, including the most vulnerable, reach their full potential. Due to the fall in pupil roll, school leaders have worked tirelessly to ensure the Christian distinctiveness of the school has been maintained during the restructuring. The school has flourished as part of the multi-academy trust (MAT) and has a strong partnership with the Diocese of Oxford. It has robust relationships with other schools in the trust which has mutually benefitted pupils and adults alike. Senior leaders meet regularly with diocesan advisers, attend training and have a receptive and open attitude to change. This expression of the vision demonstrates the school's commitment to providing a rich and memorable experience for all its pupils. Leaders are strategic in their thinking and confident in their understanding of current developments in church school education. Leaders have ensured that priority has been given to both teaching and learning in RE and the progress pupils make. The school has adopted the 'Understanding Christianity' resource and pupils and staff speak positively about this. The planned visits to a range of places of worship mean that pupils are well prepared to be responsible citizens for the future. The younger children talk enthusiastically about their time at the Synagogue. These memorable experiences enrich the pupils' understanding and knowledge of other major religions. However, links with wider global partnerships are not yet as strong. This means that pupils have a limited understanding of Christianity as a worldwide faith. Leaders have developed a collective worship plan where the school's Christian values are explored in depth. Pupils are now able to relate these values to their own behaviours. This demonstrates how leaders have addressed the recommendations from the previous inspection.

The vision of the school impacts the way that leaders have developed and shaped the broad and engaging curriculum. The approach of 'engage, develop, innovate and express', means that pupils have memorable experiences. There is a culture of loving learning and both pupils and parents attribute this to the high aspirations and vision of the school. Leaders have an in-depth understanding of all pupils' academic and spiritual, moral, social and cultural (SMSC) potential. They strive to ensure all pupils achieve their best in all situations. This has resulted in many pupils matching, and sometimes outperforming, the academic achievements and progress of their peers nationally. The school effectively supports and promotes pupils' spiritual development. As a result, pupils know that their viewpoints are valued but are equally confident if they are challenged. They say that they are never told that their ideas are wrong, and that the teachers are very accepting of all pupils' views. A Year 5 pupil said, 'I love this school, I am always really encouraged, and it helps me to feel good about myself'. Pupils are confident when thinking and discussing big questions in RE. They know their contribution will be recognised which makes them feel valued and respected. Parents also speak about how their children discuss these questions at home and reconcile them with their own beliefs.

Relationships are strong at all levels throughout the school community. This results in an environment of acceptance and love for everyone. Pupils demonstrate kindness and compassion for each other. They are keen to raise money for charity. However, their thinking is not always clear as to why they are doing this or how this helps to challenge injustice and inequality. The school's vision, of developing responsible citizens, has a positive impact on the behaviour of the pupils. Leaders have developed a behaviour policy where the importance of forgiveness and reconciliation is paramount and where each pupil is treated as unique. Parents say that their children know that it is ok to be different. All pupils' contributions are valued. An example of this is the creation of the class charters. These mean that pupils have a clear understanding of the expectations for behaviour. Parents also recognise this and speak about the positive impact that these have on the wellbeing of their child. School leaders promote positive attitudes to mental health for staff and pupils. The recent training for pupils to become wellbeing ambassadors demonstrates how this is a school priority. Likewise, the investment in training and status given to the sports ambassadors, shows the school's commitment to preparing pupils to be active, healthy and responsible citizens of the future.

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Being part of the worship and values team is a coveted position. As a result, all pupils understand the importance of collective worship. Pupils, staff and parents speak positively about services held at the church and the regular fellowship breakfasts. The church school relations group demonstrates the commitment the school and church have to the Christian character of the school. As a result, the links between church and school are seamless. One pupil said, 'we work together, we support the church and the church supports us, we are all one community'. Pupils recognise that they learn through worship and value the time that the school comes together. They also understand how worship impacts on their behaviour. Collective worship is well planned and monitored by all groups of the school community. This ensures that it is inclusive in its nature. Pupils understand the importance of prayer and say that they know that God is always with them. Staff and pupils speak passionately about the 'Open the Book' worship led by the local church. Collective worship is based on the teachings of Jesus and pupils are given time to reflect and to think about how they can respond to these. Pupils have some understanding of the Christian belief in God as Father, Son and Holy Spirit.

VA ONLY

The effectiveness of RE is Good

Due to the school prioritising training for staff in RE, teachers are confident in their subject knowledge and teach with enthusiasm. Assessment in RE, which informs planning, is effective. This means that all pupils, including the most vulnerable, achieve well and make good progress. The RE leader is passionate about the subject and is well supported in her role. This means that curriculum planning is effective and clear progression in learning can be seen throughout the school. Pupils are engaged and challenged. The inclusive teaching environment means that pupils can reflect, ask questions and share their own beliefs with their peers. This results in pupils recognising the importance of learning about a variety of religions. One pupil said, 'people believe different things, we need to know that that's ok, so that we are respectful to everyone'.

Headteacher	Amanda Featherstone
Inspector's name and number	Angela Wheatcroft 872

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