



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Clifton Hampden Voluntary Controlled Church of England Primary School

High Street
Clifton Hampden
Abingdon
OX14 3EE

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Oxford Diocese

Local authority: Oxfordshire

Dates of inspection: 10 November 2015

Date of last inspection: 2 December 2010

School's unique reference number: 123127

Headteacher: Lindsay Priddle

Inspector's name and number: Sandra Symms 805

School context

Clifton Hampden Church of England (VC) Primary School is a smaller than average sized primary school with 66 pupils on roll. The proportion of disabled children and those with special educational needs is below average. The percentage of children in receipt of free school meals is low. There are good links with the Anglican church. The headteacher has been in post since 2009.

The distinctiveness and effectiveness of Clifton Hampden Primary School as a Church of England school are outstanding

- The vision and drive of the headteacher, effectively supported by staff and governors has embedded strong Christian values that underpin all aspects of school life.
- The Christian distinctiveness of the school has a big impact on this small school community. Christian values are made explicit and have a significant impact on all learners' good achievements, excellent behaviour and supportive, caring attitudes.
- Relationships between all members of the community are a strength of the school and are attributed to Christian values such as service, respect and forgiveness.

Areas to improve

- Ensure that learners have regular opportunities to plan and lead worship and contribute their own prayers, so that Anglican traditions and practices are embedded for all learners.
- Improve provision for learning about the Trinity so that learners can talk about God as Father, Son and Holy Spirit with an age appropriate understanding.

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

This is a highly caring, nurturing and welcoming school where Christian values are deeply embedded in the daily life of all learners. Values such as perseverance and service are linked to Bible verses and made explicit to all stakeholders through worship, the school website, newsletters and displays. An example of this is perseverance which links to the Bible verse 'I press on towards the goal'. Learners are inspired to work hard to achieve their goals. As a result they do their best and do not give up, whether they are in the classroom or representing their school at football. Staff and governors say that learners are resilient and encourage one another. This leads to high standards of behaviour and achievement. Learners enjoy a range of high quality experiences that develop a personal spirituality. They were 'awe inspired' to capture their thoughts about God by taking photographs in the local church. A visit to Dorchester Abbey enabled learners to explore spirituality through the medium of glass bubbles. Learners engage positively with the Forest School experience. One girl said that she feels closer to God when out in the wild because He made nature. Learners value the time to reflect on God's world. As a result spirituality is a strength of the school and learners can express their thoughts and views with confidence. Emphasis on the Christian values leads to strong relationships between all stakeholders. Learners feel valued and safe leading to high standards in behaviour and attendance. Parents say that there is a strong family feel to the school. One parent said that she is so grateful that her children attend this school; they are happy, fulfilled and challenged. The Christian character of the school has a significant impact on learners' spiritual, moral, social and cultural development. Learners are fully aware that Christianity is one of many world faiths and enjoy learning about and from other religions. One boy said that it is important to learn about other faiths because, 'you need to respect that other people may think different things'. Learners are excited by religious education and enjoy the challenge of reflecting on big questions such as 'Is Jesus a saint?' As a result it is clear that religious education plays a major role in determining the Christian character of the school.

The impact of collective worship on the school community is good

Collective worship plays a central role in the life of the school and is valued by learners. They listen attentively and respond positively, singing with enthusiasm. Learners say that worship is important to them as it brings the school together and inspires them to help one another. As a result of monitoring and evaluation, Christian values are at the heart of worship with agreed aspects of Anglican practice such as lighting the candle, singing hymns and saying prayers. Themes link to the monthly value and follow Christian festivals and the church seasons. Worship includes teaching about Jesus through Bible stories. Learners talk with understanding about the place of Jesus in worship saying that Jesus is the Son of God and the light of the world. They focus on the cross to remember that Jesus died on the cross and came back to life again. One learner talked about how 'Jesus came to earth not to be served but to serve'. Learners are inspired to serve others such as supporting charities, donating food to the local foodbank and serving the elderly of the parish at the annual harvest lunch. As a result of the values themes learners' spiritual and moral development is enhanced. Learners have some awareness of the Trinity but this requires development across the whole school in an age appropriate way. Systems are now in place for learners to plan and lead aspects of worship through the Collective Worship Crew. However, further development of this is required so that it is a regular, embedded practice for all learners. Learners enjoy setting up the worship space and selecting stories and songs. They have written a school prayer with the help of a governor. Further opportunities are required for learners to contribute their own prayers to worship. Learners talk about prayer being a way to communicate with God. They give examples of how they use prayer in their own lives such as if they are worried or to say thank you. Staff and clergy are regularly involved in planning and leading worship. Members of the school community see the importance of worship and say that worship unites everyone and provides time to reflect and make links with the values.

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

The headteacher, supported by governors and the small team of staff consistently and conscientiously promote a vision which is rooted in distinctively Christian values. Leaders readily articulate the impact of the values on the life of the school. They say that values such as creativity and perseverance link to learning and give all learners the courage to have a go in an inclusive, supportive environment. As a result the distinctive Christian vision is at the heart of the school. This impacts on the high standards of achievement and behaviour so that 'every child has the opportunity to excel'. Leaders use self – evaluation strategies effectively to inform school development such as improved community links. A joint Mothering Sunday service brings the church and school community together. Values reach out to the community as they are made explicit in parish newsletters. Parents reinforce the values at home as a result of being fully informed through the website and newsletters. In addition to this Christian values are embedded and underpin and inform the curriculum so that learners behave well and learn effectively. Leaders and governors have worked together with staff to address development points from the previous inspection. Governors keep up to date with diocesan training so that they are well informed and contribute effectively to self – evaluation. Monitoring and evaluation of both worship and school distinctiveness are regular agenda items at governor meetings. As a result all leaders have a clear focus for steering the school forward and are ambitious for the school. Professional development and distributed leadership is a key priority as this is such a small school and the headteacher has a regular teaching commitment of two and a half days a week. As a result of this the leadership skills of staff are developed and the headteacher is well supported in leading religious education and also building on the excellent Christian distinctiveness of the school. The school makes effective use of diocesan support so that training is based on focused, insightful self-evaluation tailored to the school's needs. This is particularly helpful in the development of collective worship. There is a good link with the local church with local church leaders leading collective worship. Parents speak highly of the school and welcome the open door policy. The large group of parent volunteers along with other guests from the community such as a member of the Baha'i faith, share their expertise and experiences. As a result learners develop their understanding of local, national and global communities.