THE CHURCH OF ENGLAND EDUCATION OFFICE

The Methodist Church

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dr South's CE Primary School				
Address	Bletchingdon Road, Islip, Oxfordshire, OX5 2TQ			
Date of inspection	12 February 2019	**Status of school**	Academy inspected as VA. Oxford Diocesan Schools Trust (ODST)	
Diocese	**Oxford**		**URN**	143888

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

Dr South's School is a small primary school situated in a rural village. There are four mixed-age classes with 101 pupils on roll and 12 part-time nursery pupils (increasing through the year). The school has low levels of religious and cultural diversity. 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 more complex special educational needs and/or disabilities is above the national average. Dr South's became an academy with Oxford Diocesan Schools Trust in January 2017.

The school's Christian vision

"In as much as you did it for the least of my brothers and sisters, you did it for me." Matthew 25 v 40 Inspired by the teachings of Jesus, Dr South's School aims to 'nurture, educate and inspire'. Our nurture enables everybody within our school community to feel safe and secure, and our education encourages them to reach academic excellence. As a result, all are inspired to lead a life in all its fullness.

Key findings

- The school's vision inspired by Jesus' servant heart and Dr South's mission, the school's founder, has brought particularly strong levels of success to the academic attainment of the more vulnerable pupils.
- The teaching of Christian values across the curriculum deepens pupils' ability to reflect on and explore issues in life. This is clearly portrayed in the way pupils plan and lead collective worship.
- Diligent and dedicated leaders successfully nurture, educate and inspire the staff team, role modelling Christian values underpinned by a strong belief in everyone having dignity at work.
- Clear improvement has been made since the last inspection, utilising the expertise of the diocese well.
- Partnerships with the church and local community are strong, benefitting pupils' spiritual, social, moral and cultural development. However, systems for monitoring and evaluation involving the whole school community are not as rigorous as they could be.

Areas for development

- More explicitly apply and evaluate the distinctive Christian vision, in its public profile, and within policies and planning to increase its impact across school life.
- Develop more structured and robust monitoring systems to enable governors to have a more succinct analysis of the quality of the different aspects of church school provision and RE (religious education), to ensure sustained improvement.
- Continue to develop the enthusiastic and knowledgeable RE leader to enable the quality of teaching and learning to be excellent.

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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

The Christian vision to 'Nurture, Educate and Inspire' is truly lived out at this happy, family orientated school where all are welcome and inspired to achieve greater things than thought possible. A particular quality is its inclusion of vulnerable pupils and of those who may need a second chance or individual support. Strong systems of screening pupils' individual needs have enabled successful academic journeys. These reflect how all are nurtured and valued here, whatever their difficulties and challenges. Current internal tracking shows that pupil progress is secure. Pupils love coming to school which enables attendance levels to be above national figures. Grouping pupils into school families, where they are encouraged to look after and care for each other, is just one example of how the Christian vision permeates school life. Pupils say there is no bullying here. An outworking of the vision is the way in which all are treated with dignity and respect. Parents speak highly of the school. They say that staff spend time with them and ensure good communication. They feel cared for and nurtured. 'The atmosphere is so different here'.

The Christian vision and associated values give rise to positive relationships across the school community. The school and the local community are a good support to each other. Members of the local community take an active part in school life. In their endeavours, pupils support the local area, for example, their design of a mural for the new railway bridge. All within the school community are cared for. The enthusiastic headteacher is a passionate role model for the Christian vision and values of the school. As a result, staff are inducted well and feel welcomed into the school family.

The governing body has a strong commitment to the Christian vision which inspires the content of the school's action plan. Governors are committed to continuous improvement. Areas of focus from the last inspection have been addressed. Leaders and governors are still on their journey to ensure that the vision informs all policies and documentation. They have not yet utilised the vision as a driver for the school website.

Pursuing its vision to 'nurture, educate and inspire', future school leaders are developed and currently support another school. Student teachers are welcomed. Sharing common values with the diocese and ODST, very good partnerships are built, due to a strong confidence in their provision. Leaders actively embrace church school guidance such as the topics outlined in 'Valuing all God's children'.

Reconciliation and repairing of relationships is crucial at Dr South's. Respect, tolerance and acceptance are regularly discussed. One pupil said how breaking up with friends can leave a hole in your heart, but that making up makes things better. Digby, the school dog, contributes by being a listening ear and stress reliever for any who experience difficulty, feel anxious or distressed. Pupil enthusiasm for meeting the needs of others less fortunate than themselves is infectious. They are able to contribute ideas for who they wish to support and how, believing what they do enables others to have better chances in life. One pupil said 'It's ok to fight with words if you wish to say that you feel something isn't right. You are speaking up for what you believe to be true'. As a result of the school's consistent focus on equality, pupils have a well-developed understanding of difference. Pupils speak clearly about how disability could cause detriment to a person's life, but that it might not necessarily prevent them from pursuing their dreams.

The school coat-of-arms, with swifts flying and not landing, is deeply reflected in the school's ethos of a constant quest to 'educate and inspire'. The fabulous Lin Cooper Practical Skills building, heralded by the verse 'Every good and perfect gift is from above' proudly displays pupils' high quality art on its walls, interspersed with biblical text. This shows how Christian values are interwoven throughout the rich and creative curriculum. Through it, pupils achieve well. They are given numerous opportunities to be curious, look beyond themselves and ask big questions when they think more widely about life.

Collective worship and RE are given a high priority at Dr South's. Both make substantial contributions to the school's Christian distinctiveness and the development of pupils' spiritual and moral development. Pupils are regularly challenged to reflect on Christian values, even as they undertake sport through the local partnership. 'We can learn perseverance and determination' said one.

Planning for collective worship is based on Jesus' teaching and stories from the Bible. With a clear focus on Christian values, the heart of the school's Christian vision is articulated. Pupils value collective worship as a time to reflect on how they live their lives, whatever their beliefs. Their ability to reflect, analyse and discuss tricky topics is

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reflected in their prayers. Members of the worship club enjoy researching and planning a weekly act of worship, supported by a clearly defined structure which culminates in a challenge for pupils to respond to. Pupils speak of how they have developed their skills and confidence in leading. They enjoy acting out Bible stories and inviting others to take part. Elements of Anglican tradition are reflected in the call and response to worship and by singing, for example the 'Kyrie', a traditional way to honour Jesus. Both pupils and staff enjoy singing as they know and understand what they are singing about. 'Wonder and love inspire worship and praise' they sing. They have an age appropriate understanding of God the Father, Son and Holy Spirit as one.

Partnerships with the local church are strong. Church leaders offer good support to enable the working out of the school's vision. There is a mutually beneficial partnership between the school and church. School services at the church are well attended by parents. Families feel welcome and at home. 'The Parish Church is here for everyone' said one.

The RE syllabus ensures pupils have rich learning experiences that develop their knowledge and understanding of Christianity and other major world faiths. RE makes a significant contribution to pupils' spiritual, moral, social and cultural development. Cross-curricular links are made which develop pupils' thinking and reasoning skills when reflecting on deep philosophical questions. Indeed, this is a fruit of the school's vision to educate and inspire. The 'Understanding Christianity' resource is beginning to have a positive impact on pupils' deepening knowledge of biblical text. Examining the way Jesus is portrayed in different cultures across the world is introduced through art from an early age. RE reflects the Church of England Statement of Entitlement. The committed RE leader undertakes regular training and is actively involved with network meetings, for example sharing a piece of exemplar assessment work for other practitioners to use.

VA ONLY

The effectiveness of RE is Good

A range of teaching strategies are used effectively to enable RE progress and attainment to be in line with other subjects. Assessment processes are in place. Pupils' learning is evidenced through their strong ability to discuss, reflect and analyse meaning and purpose. The RE leader liaises with governors to keep them informed of provision. Currently, there are insufficient systems in place for leaders and governors to rigorously monitor the subject and raise the quality of teaching further.

Headteacher	Huw Morgan
Inspector's name and number	Jacquie Coles 840

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