

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Bletchington Parochial Church of England School

#### Vision

‘Shine like stars and become light in our world.’ Philippians 2:15

‘I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life.’ John 8:12

‘Let your light shine before others, so that they may see your good works and give glory to your Father in heaven.’

Matthew 5:14

At Bletchington we aspire for every individual to shine like a star by being the best they can be for themselves and for others. Following the example of Jesus, ‘The light of the world,’ to love each other and to love God in order to live life to the full. As an inclusive school we drive this vision through our core values of love, courage and community (koinonia).

Bletchington Parochial Church of England School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The Christian vision is widely understood. It underpins and guides the school’s work and binds the community in purpose. Leaders ensure the vision and associated values are grounded in nurturing experiences. This enables pupils and adults to flourish. Pupils grow in confidence especially those deemed vulnerable. Adults develop personally and professionally.
- Anchored by principles of creativity, curiosity and independence the curriculum aims for pupils to ‘shine like stars.’ Targeted provision for pupils with complex individual needs helps them to learn, participate and thrive. Pupils respond to opportunities for spiritual development threaded through the curriculum.
- The vision promotes a culture of compassion and respect for pupils and adults. It is tangibly evident in the consideration of their welfare. This enables the school community to live well together. Mental health and wellbeing provision for pupils and adults is accessible and firmly established.
- Through their learning within the curriculum and aspects of worship together with pastoral programmes, pupils often respond to issues of injustice. This has raised their awareness and developed their understanding of social responsibility and justice.
- Religious education (RE) has a high priority in the curriculum and provides opportunities for pupils spiritual development. It is well led, structured and challenging resulting in good progress. Pupils value and enjoy their learning. They comprehensively deepen their understanding of Christianity as a worldwide faith.

#### Development Points

- Develop a common language of spirituality. This is so that adults and pupils can plan, capture and express moments of spiritual experience and growth.
- Develop and embed the invitational aspects of daily collective worship. This is so that adults and pupils are encouraged to participate in prayer or reflection contributing to their spiritual development.



## Inspection Findings

The Christian vision is at the heart of this school's community. Anchored by their Christian values, inclusion is central to school life enabling the community to live well together and flourish. Conscientious leaders bring their Christian commitment ensuring that the vision is lived throughout this inclusive school. Each person is supported, cared for and nurtured. Governors uphold the vision and values supporting the school with care and diligence. They monitor and evaluate the work of the school including RE and worship. The vision is at the heart of their decision making for financial and school development business. Introducing before and after-school provision enables more pupils to engage in activities and shine like stars. Leaders resolutely ensure the vision is central to shaping their work. They conscientiously make decisions which provide opportunities for adults and pupils to blossom. Professional development enhances adults' expertise and supports pupils' learning. Pupils enjoy an enriching range of experiences such as the 'Best of Bletch' talent event. As a result of the vision, leaders have created a nurturing culture in which pupils and adults are cherished for who they are.

Pupils enjoy learning, achieve well and flourish. We 'thrive in our surroundings' a pupil explained. The skilfully crafted, outward looking curriculum aims to be both aspirational and inclusive. As a largely monocultural school, there is an emphasis on widening pupils' understanding of diversity. This is reflected in reading choices that for example, encourage pupils to think about racism. Following discussions, in which pupils expressed their disapproval, they wrote poems of protest against the injustice of racism. Pupils with special educational needs and/or disabilities (SEND), are supported well and thrive. They become confident learners. Pupils learn about justice and responsibility through a range of subjects. In geography, a topic about trade and the rainforests prompted pupils to organise a Fairtrade picnic. With charity support trees were planted. Opportunities for spiritual development are suggested on the curriculum plan. Some of these are included and followed up, such as the wonder of the universe in a space topic. However, a shared understanding of spirituality and associated language is underdeveloped. Therefore, adults and pupils are limited in their ability to express their spiritual moments and development.

A variety of whole school worship regularly led by local clergy and staff members is central to the life of the school. It encourages pupils and adults to understand the significance of the Christian vision and values in daily life. Themes linked to the school's values, underpinned by scripture, support spiritual growth. Pupils enthusiastically recall Bible stories used to illustrate values of love and courage. Heartfelt singing is a unifying experience and enhances opportunities for spiritual growth. Skilful questioning encourages pupils and adults to consider their own lives and actions. Parables are used effectively to help adults and pupils reflect upon themselves and their actions. Prayer is a regular and important part of worship with an expectation that all will participate. Opportunities for adults and pupils to choose to reflect and/or respond in prayer are far fewer. Therefore, adults and pupils are less encouraged in their individual spiritual responses to worship.

Leaders create a highly effective environment where the school community are treated well. Staff and pupils benefit from prioritising their wellbeing. Leaders support staff with an open culture of compassionate care. Counselling is available for staff. Consideration of workload and support when facing personal challenges means staff feel cared for and valued. Aspiration and professional development are actively encouraged. A regular wellbeing questionnaire for staff is undertaken. Governors ensure outcomes are followed up. Christian values of love and community are evident in pupils approach to one another. They understand that as a community they work together. Pupils are provided with regular 'check-ins' by staff. The dedicated 'regulation seat' and reflection



area are well used and freely available. Pupils are carefully supported so that they are able to identify and respond to their emotions. They know that adults will listen to their worries. This supports their mental health and self-learning. A restorative approach to behaviour management enables pupils to recognise their mistakes, encourage forgiveness and start afresh. Parents speak highly of the nurturing staff and compassionate approach particularly for those deemed vulnerable and disadvantaged pupils.

Pupils demonstrate powerful voices due to the leadership roles they undertake. They care deeply about their school community. The dog handlers explain how Merlin, the school's therapy dog, helps some pupils become more confident. As role models eco council encourage and support local litter picks. They raise issues of plastic polluting the oceans. Confidently they discuss environmental issues, fair trading, human dignity and how people should be treated. They recognise and discuss local and world problems. From their learning, pupils understand the challenges of climate change and are keen to look after the planet. They have developed a strong sense of social justice supported by curriculum studies. Carefully selected texts, worship themes and discussion about news events support their thinking about equality in the world. Following their increased awareness of the homeless pupils lead fundraising activities and donate to a charity working in this area.

RE is highly valued and enables pupils to flourish well. Having a prominent place in the curriculum, it is effectively led and taught. The staff benefit from timely and appropriate training from the diocese. Consequently, staff receive regular support and guidance most recently for the updated syllabus. Work with local schools is undertaken giving the opportunity to explore aspects of RE such as assessment. Staff expertise is strengthened as a result. Pupils acquire substantial knowledge due to the well planned, sequential curriculum. This supports progression of learning throughout the school including those pupils with SEND. This is reflected in pupils' workbooks, teachers' assessments and leaders' monitoring reports.

Pupils enjoy RE and express their views with enthusiasm. The importance of faith to believers is voiced. They develop a secure appreciation that, regardless of religion, 'everyone should be treated the same.' Factual knowledge of different religions is detailed, such as how and why people pray. Younger pupils talk confidently about Shabbat, describing the rituals and significance for Jewish families. They describe their learning about Christians who celebrate and believe in Jesus and how He healed sick people. Pupils talk about places of worship and how they are important to all religions. Older pupils strongly express how important it is to learn about different religions so that respect can be shown to each other and 'we learn to live together well.' They are clear that RE is a place where you can explore different faiths, express opinions and not be judged. Pupils recall discussion around the story of Abraham from both Christian and Islamic perspectives. Knowledgeable descriptions for Easter and Christmas celebrations reflect their thorough learning. Explanations of the Trinity as Father, Son and Holy Spirit are confidently articulated. Searching questions are considered such as 'Does everyone have a chance to be loved?' A range of religions and worldviews are effectively explored. Pupils develop a particularly secure appreciation of Christianity as a global living faith. They identify Spain and Africa as amongst places where Christianity is practised. Pupils say that RE helps them with 'good thinking and talking.' This contributes well to their spiritual development and flourishing.

## Information

Address	Whitemarsh Way, Bletchingdon, Kidlington, Oxford OX5 3FD		
Date	25 March 2025	URN	123115
Type of school	Voluntary Aided	No. of pupils	90
Diocese	Oxford		
Headteacher	Caroline Walker		
Chair of Governors	Lisa Horton		
Inspector	Sally Kaminski-Gaze		