

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

### Blewbury Church of England Primary School

#### Vision

Nurture, Grow, Flourish

Our school is a place for all to belong. Through love, we nurture all to grow in their own unique way. We create an environment for all to flourish; to forgive, be resilient and courageous, making a difference to our community and the world beyond.

Blewbury Church of England Primary 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 school's vision and values are deeply embedded, driving the school's actions and decision-making. As a result, pupils and adults are empowered to achieve their best.
- The Christian vision fosters a culture of respect and care where adults and pupils are treated well. They are valued for who they are and enabled to thrive.
- Partnerships are important and enhance the life of the school. The local community, trust, church and diocese enrich the wellbeing and experiences of both staff and pupils.
- The Christian values are evident in the positive interactions between adults and pupils. Positive relationships, a sense of nurture and love are at the heart of the school.
- Religious Education (RE) is well planned and led. Pupils recognise that this helps them to understand the world around them.

#### Development Points

- Embed the recent developments in RE. This is to deepen pupils' knowledge and understanding of a range of world religions and worldviews.
- Develop opportunities in lessons and within the school environment to inspire awe and wonder and foster reflection and deeper thinking. This is to strengthen pupils' understanding of spirituality.



## Inspection Findings

Christian love is at the heart of Blewbury Primary School. The embedded vision is lived out through the Christian values of love, courage, forgiveness and resilience. Rooted in the parable of the sower, the ethos guides the behaviours and aspirations of pupils and adults. Leaders, including governors, ensure the school's vision enables pupils and adults to flourish. They regularly monitor and evaluate impact, identifying targeted actions to continue the drive for improvement. Supported by the Oxford Diocesan Schools Trust (ODST), the leadership team has created an inclusive and nurturing environment. Leaders lead by example and act with moral integrity, putting pupils at the centre of decisions. They build strong, caring relationships that create the foundations for academic and social growth. Through its inclusive values and commitment to removing barriers, Blewbury School ensures that pupils and adults can succeed. Staff enable pupils to overcome the 'weeds of challenge to grow in the good soil of opportunity and support'. As a result, pupils and adults know they belong to a caring, inclusive community where they can confidently thrive.

The school's Christian vision shapes the curriculum, creating an environment where pupils grow academically, socially, and spiritually. Educating the whole child is paramount to leaders. Because staff understand pupils' learning requirements well, they carefully adapt resources and plan accordingly to meet individual needs. As a result, pupils, including those with special educational needs and/or disabilities (SEND), make progress. 'Sow and grow' interventions provide practical, hands-on learning activities. Consequently, pupils enjoy school and attendance is high. Blewbury School has a wide catchment area and provides wrap-around care. Lunchtime clubs offer equitable access to all pupils, regardless of background, finances, or after-school commitments. They remove barriers such as transport, cost, and family duties by running during the school day. Pupils participate in a range of activities, pursue their interests, strengthen skills, and build meaningful friendships. The school has thoughtfully explored spirituality, expressing it through a shared language, symbolised by leaves on the vision tree. This visible symbol supports daily spiritual reflection and reinforces the school's Christian values. Local links, like Sustainable Blewbury, deepen pupils' understanding of environmental responsibility and foster a strong sense of community connection. Leaders recognise how planned, meaningful moments, both in lessons and the environment, can encourage awe, wonder, reflection and deeper thinking. However, opportunities to develop spirituality within the curriculum and grounds are in early stages of implementation, so consequently, are underdeveloped.

Collective worship is a central part of daily life, uniting the school community through shared reflection and purpose. It is welcoming and joyful. Staff provide a range of resources tailored to pupils' needs to enable meaningful engagement. As a result, pupils, regardless of their background or beliefs, feel valued and respected. Pupils express that 'It's important to love people for who they are,' reflecting the school's inclusive ethos. Weekly themes are revisited in class worship. Pupils discuss bible stories and answer questions such as 'What makes a good life?' This encourages deeper personal thought. Class worship encourages open discussions, builds confidence and supports spiritual development and thoughtful engagement. Pupil contributions are integral to collective worship, with pupil-written prayers fostering spiritual reflection and a sense of ownership and belonging. Staff celebrate achievement through certificates and a rainbow teapot raffle, recognising effort and success in a positive and inclusive way. Reflection spaces in classrooms offer opportunities to pause and think, fostering stillness and personal thought. Pupils express their thoughts through the use of class prayer and reflection books. This strengthens spiritual awareness and emotional wellbeing. These practices help develop empathy, self-awareness, and a calm, reflective mindset that supports positive behaviour and learning. The school benefits from a close



relationship with the church. The vicar leads weekly worship, whilst the main Christian festivals are celebrated in church. This broadens pupils' experiences of different worship styles. It also strengthens the bond between the school, parents, and the wider community.

Leaders have established a culture where people are treated well. The vision and associated scripture provide a clear, practical framework for modelling the school values. Pupils have a clear understanding of the behaviour code 'be kind, be respectful, be safe.' As a result, pupils' behaviour is good. The school fosters a positive environment where pupil and staff wellbeing and mental health are paramount. Adults refer to Blewbury as a 'big family'. From the earliest years, pupils are encouraged to develop resilience, independence, and a sense of shared responsibility. Open-ended resources support problem-solving, creativity and teamwork, while turn-taking and sharing build cooperation and a sense of belonging. This lays a secure foundation for personal growth and learning. Strong partnerships with the diocese, the trust, the church, and the local community strengthen the school's inclusive and supportive environment. Staff wellbeing is prioritised through active listening, training, and trust-wide networks. As a result, staff feel recognised, valued and heard. Vulnerable pupils receive targeted support from a dedicated pastoral team, enabling emotional regulation and access to learning. A shared understanding of pupil needs fosters collective responsibility and a culture of inclusion among staff. By addressing individual barriers, the school promotes equity, allowing pupils to fulfil their potential. Staff and pupils at Blewbury care for each other and know they are cherished. 'We all have times when we need to be nurtured and cared for in different ways.'

Blewbury School is committed to fairness and pupils are encouraged to speak up for what is right. Sustainability is central to the life of the school. This reflects a strong commitment to justice, stewardship, and nurturing pupils' sense of responsibility to care for the planet. Pupils demonstrate an understanding of the impact they can have on the environment. They have planted trees in local woodland, fostering a lasting sense of responsibility to care for the planet. In addition, they grow fruit and vegetables, which deepens their understanding of sustainable food, healthy living, and the impact of reducing food miles. The school grounds are developed to reinforce this with thriving wild areas and insect-friendly log piles. Through reflection, they gain an informed view of how their choices affect the environment and future generations. Pupil leadership is promoted through positions such as eco captains planning a sensory garden and house captains organising charity events. This builds confidence and responsibility as pupils take on meaningful roles that contribute to school life. The curriculum incorporates key projects that address global issues, such as ocean pollution, deforestation, palm oil production, and the importance of pollinators. This instils a sense of responsibility and justice. As a result, pupils become thoughtful and proactive advocates for positive change.

RE is well led and resourced. The school and trust are committed to its provision, profile and priority. The diocese provides valuable support, training and resources to staff. This ensures that the subject is constantly developing and improving. Pupils enjoy learning about different world religions and beliefs. They are keen to share their views as to what unites people. As a result, they can explain their understanding of a range of religions, including Christianity, using subject-specific vocabulary. Pupils are encouraged to connect present learning with past topics, using knowledge organisers to help them retain their knowledge. However, the recently updated curriculum is not fully embedded. Consequently, pupils do not have a deep knowledge and understanding of a range of world religions and worldviews. Regular monitoring of the impact of RE by leaders has led to positive changes in the subject's development.

## Information

Address	Westbrook Street, Blewbury, OXON, OX11 9QB		
Date	2 May 2025	URN	147641
Type of school	Academy	No. of pupils	86
Diocese/District	Oxford		
MAT/Federation	Oxford Diocesan Schools Trust		
Headteacher	Jo Reeder		
Chair of Governors	Ann Parham		
Inspector	Pam Howell		