

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Charlton-on-Otmoor Church of England Primary School

Vision

Aspire and Grow together

Our Christian vision, 'Aspire and Grow Together', is rooted in The Parable of The Mustard Seed

God's Kingdom is like a seed, which a farmer took and planted. Though it is a tiny seed, when it grows, it is the largest of trees and becomes so big that birds rest and shelter in its branches. (Matthew 13: 31 – 32)

Charlton-on-Otmoor 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.

Notable Strengths

- The Christian vision 'aspire and grow together' is well established and embedded in the life of the school. It drives leaders actions and creates a culture of kindness enabling pupils and adults to flourish.
- Collective worship is central to the spiritual life of the school. It is carefully planned to enable pupils and adults to reflect and grow in their understanding of the Christian vision, themselves and others.
- The outworking of the Christian vision creates a sense of togetherness and mutual support. The wellbeing of pupils and adults is prioritised and as a result they are known and valued.
- A range of leadership opportunities provide pupils with a sense of responsibility towards each other and the environment. They develop empathy and care for one another and their community.

Development Points

- Extend intentional opportunities for pupil reflection and contemplation across the curriculum. This is to deepen their spiritual flourishing .
- Empower pupils to lead on initiatives which inspire them to make a positive difference. This is to develop their responses to issues of justice.
- Develop and review the new Religious Education (RE) curriculum. This is to deepen pupils' understanding of a range of religions and worldviews



Inspection Findings

Vision and Leadership

The Christian vision 'aspire and grow together' resonates throughout the life of the school and is treasured by pupils and adults. Leaders continually review the opportunities for pupils to broaden their horizons and contribute to their community. They have created a welcoming and happy learning environment which allows pupils and adults to flourish and to be themselves. Pupils explain how the vision and its associated values help them to be kind and to do their best. Governors are committed to the Christian vision and use it as a lens to guide their decision making. They monitor its effectiveness through visits and discussions with pupils and staff. Supported by the diocese, leaders work with governors to evaluate and strengthen the Church foundation of the school. This is further enhanced by the involvement of the local church in governance, collective worship and RE.

Vision and Curriculum

Leaders regularly review the curriculum to encourage pupils to aspire and build knowledge across a range of subjects over time. Through discussions pupils consider questions such as how Florence Nightingale, Mary Seacole and Edith Cavell changed the face of nursing. They make connections between what they learn and wider issues such as the concept of justice in their history lessons or fairness in their guided reading. Such considerations enable them to reflect, which contributes to their spiritual development. Leaders are committed to enabling the spiritual flourishing of pupils and adults. They have ensured that a shared language to further the school's understanding of spirituality is available. However its implementation is at an early stage and opportunities for contemplation across the curriculum are inconsistent. As a consequence the occasions for pupils to discuss their spiritual development are limited.

Worship and Spirituality

Underpinned by the Christian vision, collective worship creates a calm space which enables the spiritual development of pupils and adults. Pupils from the ethos team light a candle and lead the school in prayers and responses. This helps pupils appreciate the importance of collective worship and the role they play within it. Bible verses, music, drama, discussion and times of reflection engage pupils and inspire them to dwell on the school's values. They regularly ponder on the vision, their aspirations and how they support each other to grow. These moments contribute to their spiritual flourishing. For example, pupils describe how worship refreshes them every day and helps them to think about the future and themselves. They value the school prayer and the lunch time prayers and use these for further personal contemplation. The termly services held at the local church provide a cornerstone for the spiritual life of the school. The annual May Day service is a particular highlight and brings the school and the village community together. At its most effective, class collective worship deepens pupils' reflections and contributes to their spiritual flourishing. For example they consider how their actions affect others through filling or emptying a kindness bucket. Parents appreciate how their children explore these thoughts with them. This brings opportunities for deep discussions and spiritual enrichment at home.

Vision and School Culture

A culture of kindness and togetherness flows from the Christian vision, enabling pupils and adults to flourish. The positive learning environment creates lessons enriched with laughter and enthusiasm. Pupils, including those who have special educational needs and disabilities, are encouraged to build their resilience and confidence. Initiatives such as forest school and an outdoor play programme support pupils to develop their social and creative skills. Older pupils see themselves as role models and look out for younger members of the community. Pupils know to talk to an adult if they are worried and as a result they feel safe and happy at school. The school uses an effective programme which provides a reassuring space to support pupils' mental health and wellbeing. Consequently pupils are enabled to overcome anxieties and develop their self-esteem. Staff know their pupils well and parents appreciate their sensitive and understanding approach. The tight-knit and caring



community creates a collaborative and trusting work place. Staff value the flexibility and the consideration given to their welfare, workload and professional growth. Leaders and governors care for their staff and accordingly adults feel supported and looked after.

Vision, Justice and Responsibility

A comprehensive range of opportunities enables pupils to develop their leadership skills and take responsibility. In addition to the ethos team, pupils can become eco councillors, play leaders, house captains, or kindness ambassadors. Through these experiences they learn to care for each other and the environment. For example, the eco team have established a litter picking initiative and are introducing water butts to conserve rainwater. Kindness ambassadors award certificates to pupils who are kind and they look out for each other in the playground. At Harvest pupils write letters to members of the village community and serve tea to the elderly residents. They contribute to the foodbank and raise money through activities such as fun runs for national charities. Through these activities they grow together whilst developing empathy and a sense of right and wrong. In particular they care about the natural world and the suffering of ill-treated animals. However, there are limited occasions for pupils to build on their concerns and take initiative for themselves. This restricts their ability to respond to issues of injustice.

Religious Education

RE plays a key role in supporting the Christian vision and is valued by the school community. Staff training from the diocese enriches the development of the recently introduced RE curriculum. Key questions and links to the church calendar enable pupils to grow in their appreciation of a range of religious and non-religious worldviews. For example, pupils might discuss what makes a good life or explore the meaning of forgiveness in Christianity. The RE curriculum is enhanced by visits to the local church and talks from faith and non-faith representatives. Pupils enjoy these experiences, which enable them to consider different beliefs and to reflect on their own opinions. They respect different perspectives and consequently are able to agree and disagree well with one another. Pupils do not easily make connections between what they are learning and what they have learnt before. As a consequence the depth of their knowledge and understanding within the RE curriculum is reduced.

Information

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| Address | Fencott Road, Charlton-on-Otmoor, Kidlington, Oxfordshire, OX5 2UT | | |
| Date | 26 January 2026 | URN | 123100 |
| Type of school | Voluntary controlled | No. of pupils | 72 |
| Diocese | Oxford | | |
| Headteacher | Nadia Gosling | | |
| Chair of Governors | Heather Phillips | | |
| Inspector | Sally Yarrow | | |