

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

### Leaffield Church of England Primary School

#### Vision

We develop young people with compassion for others, healthy enquiring minds and confidence in their own worth. 'I pray that you will be rooted and established in love.' Ephesians 3 verse 17.

Leaffield 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

- Leaders at all levels use Leaffield Primary School's Christian vision to direct and drive their decisions. The lives of pupils and adults are therefore rooted and established in love.
- The school has developed the curriculum for the community it serves. This creates an inclusive learning environment where pupils can be curious and confident.
- Spiritual development is embraced as a thread running throughout the life of the school. Pupils therefore learn to value themselves as well as others.
- The Christian vision promotes a strong sense of justice and responsibility. This means that pupils and adults treat each other well, acknowledging and accepting differences.
- The religious education (RE) curriculum is crafted to ensure it is relevant and interesting. Pupils value the subject and articulate why it is important to them.

#### Development Points

- Develop further a programme of monitoring and evaluation for RE. This is to ensure the curriculum continues to meet the needs of pupils, remaining relevant and stimulating.
- Continue to broaden the range of people leading worship, ensuring a consistent, accessible approach. This is to enhance pupils' spiritual development through experiencing a range of voices and views.



## Inspection Findings

The Christian vision of Leaffield Primary School inspires pupils and adults to be loving, compassionate and confident. The vision has been developed through collaboration between school leaders and governors, followed by consultation with pupils and parents. This fosters a sense of ownership, helping the school community feel the vision is truly theirs. As a result, the school is calm and purposeful, with happy pupils ready to engage in their learning. The school's motto, 'be kind, be curious, be you' encapsulates the vision in accessible language. This helps pupils apply the vision meaningfully in daily decisions and behaviour. They actively use it when making decisions about how to behave positively and interact with others. The nature of the school means that pupils of various ages know, accept and include one another. They therefore have an acute awareness of each individual's uniqueness and worth.

The school's curriculum has the Christian vision at its core. It is relevant and appropriate to the pupils it serves in the community. The governing body is proactive and present, acting as a critical friend to leaders. There are strong links between the school, the diocesan board of education (DBE) and the Oxford Diocesan Schools Trust (ODST). These links enable leaders to work closely with a range of specialists to provide rich experiences. As a result, the curriculum is well tailored to the context of the school. Pupils with special educational needs and/or disabilities (SEND) are closely supported. School staff are trained by the trust, ensuring they have the right skills to work with each individual pupil. As a result, pupils with SEND are fully integrated into the school community. Pupils are proud of their achievements. They share their learning with parents and governors at 'know more, remember more' afternoons. When doing so, pupils are animated and engaged, demonstrating their confidence and enquiring minds.

Spiritual development is an intrinsic part of the life of the school, both within worship and beyond. Pupils are invited to be involved in worship through joining in the school prayer and singing songs. They do this with genuine enthusiasm and enjoyment, demonstrating the extent to which they value worship. The themes and issues covered lead naturally into discussion and deeper exploration back in their classrooms. This extends into pupils' homes, where they discuss with their families the Bible stories and world issues they have heard. Daily worship, therefore, has a tangible impact beyond the school day. There is close collaboration with the local church. However, the number of people leading worship is limited, reducing the range of perspectives to which pupils have access. The whole school community visits church for worship several times each year. This helps pupils see worship as part of life beyond school. Adults are willing to embrace moments of awe and wonder spontaneously across and beyond the curriculum. This helps pupils value the world around them and see its role in their spiritual development.

Relationships within the school community are deeply rooted in love. The vision, expressed through the motto, means that pupils know how to be kind to one another. Adults model this unconditional love in their interactions with each other and with pupils. During a period of change, the wellbeing of adults and pupils has been a priority for school leaders, governors, the DBE and the ODST. The trust has ensured the provision of both staff and training to support strong leadership and quality education. Adults benefit from professional development that also supports pupils' learning. As a result of this training, the school has its own mental-health specialist. Leaders have also provided an emotional literacy support assistant, a play therapist, a 'Zen Zone' and a therapy dog. Staff are provided with vouchers, long weekends and report-writing days. As a result of these strategies, both pupils and adults benefit from a wide range of wellbeing support. This creates a safe, happy environment where learning can be the priority.



The vision to develop young people with compassion for others enables pupils to grow their sense of justice and responsibility. Pupils have a range of opportunities to develop their own leadership skills. They are trained as play leaders, reading champions and pupil parliament representatives. These roles give pupils valuable experience in leadership and modelling positive behaviour. Pupils relish these roles and begin to realise how they can shape the world. On a broader scale, global issues of justice are explored throughout the curriculum. Pupils learn how past events can shape and influence the future and their own actions. This helps them understand the contribution they can make to communities both near and far. Locally, the school has strong links with the church. The two together stand geographically and metaphorically at the heart of the village. Frequent events held by the church and the school draw the village together as a community. The lantern parade visibly connects the school with the community, serving as a reminder that there is always light.

The school's RE curriculum is challenging, relevant and highly valued by pupils. Leaders have worked in close collaboration with the DBE to tailor the curriculum to match the context of the school. Topics have been sequenced to tie in with religious festivals and to enhance links with themes covered in other subjects. This enables pupils to see how RE is connected to other aspects of their learning. However, monitoring and evaluation of the effectiveness of this curriculum is in the early stages of development. 'Big questions' allow lessons to be discussion-based, where pupils' voices are valued. These ideas are recorded collaboratively in class floor books, capturing group discussions and key insights. This approach allows pupils to think deeply whilst developing their oracy skills. The subject leader for RE attends network meetings established by ODST. This expertise is then shared with class teachers. As a result, staff gain the skills and knowledge needed to deliver the curriculum with confidence.

## Information

Address	The Green, Leafield, Witney, Oxfordshire, OX29 9NP		
Date	13 June 2025	URN	143986
Type of school	Academy	No. of pupils	83
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
Headteacher	Rhiannon Abberley		
Chair of Governors	Sarah Harston		
Inspector	James Manship		