



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

| Little Milton Church of England Primary School   |   |
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| Address  | Stadhampton Road, Little Milton, Oxford, OX44 7QD |
| School vision  |   |
| <p>Like mustard seeds, we aim to nurture our children to grow and flourish in the safety of our school. Underpinned by our Christian values, we are committed to seeing children achieve their individual potential and develop their God-given talents in order to blossom into contributing members of society.</p> <p>Little Milton CE School is like a mustard seed, ...'Though it is the smallest of all seeds, yet when it grows, it is the largest of all garden plants and becomes a tree...' Matthew 13:31</p>  |   |
| School strengths   |   |
| <ul style="list-style-type: none"> <li>• Leaders have ensured that all have a clear understanding of the Christian vision. The way in which it is lived out in daily practice enables individuals to blossom and flourish.</li> <li>• Embedded values rooted in the vision have enabled the school to create a deeply nurturing and caring culture. Adults and pupils treat each other well. Pupils with special educational needs and disabilities (SEND) are well supported with a range of strategies. As a result they make progress towards achieving individual targets.</li> <li>• Worship is an important and intrinsic part of school life. It provides a rich source of opportunities for all individuals to be still, reflect and to develop their personal spirituality.</li> <li>• Effective leadership in religious education (RE) has established a relevant and creative curriculum. This enhances pupils' knowledge and understanding of a range of world faiths and worldviews.</li> <li>• Strong partnerships between leaders, staff, the church and diocese exist. These ensure support for everyone during times of challenge and enable all to positively flourish.</li> </ul> |   |
| Areas for development  |   |
| <ul style="list-style-type: none"> <li>• Continue the journey to implement a new bespoke RE curriculum that meets the needs of the pupils. Ensure leaders robustly monitor the effectiveness of this so that pupils receive the highest quality RE provision.</li> <li>• Further develop pupils' contribution to society by empowering them to take ownership of positive social action. Enable them to become independent advocates of change to deepen links in the local community.</li> <li>• Offer further opportunities for pupils to plan, deliver and evaluate worship independently. This will enable it to become a personal experience where individual's can flourish spiritually.</li> </ul>  |   |
| Inspection findings  |   |
| <p>Little Milton is a nurturing school where all feel loved and cared for. At the heart of this is a clearly expressed vision and carefully selected set of values. Leaders are committed that individuals will</p>  |   |

grow and flourish like the mustard seed blossoms into a tree. Governors have developed the vision and values over time, regularly reviewing them. This ensures they remain relevant and supports staff through challenges and change.

The vision has a positive impact on the breadth of provision in the wider curriculum. Pupils become independent learners through carefully scaffolded tasks, challenge and extension activities. Staff receive relevant training to effectively support vulnerable pupils and those with SEND. Leaders make courageous decisions linked to funding that ensures pupils receive diverse learning experiences. The vision actively drives leaders to support and successfully accommodate pupils who have been electively home schooled. Highly personalised learning offers the space and time to transition into life at Little Milton. Flexi-schooling has transformed the lives of pupils who otherwise may not have had access to learning opportunities and curriculum enrichment.

Worship is an intrinsic part of the day which begins with the opportunity to be still and reflect. It is Christian in nature and follows Anglican traditions. The worship team leads the mindfulness by lighting candles, saying prayers and liturgical phrases. Christian festivals, along with those from a wide range of faiths, as well as significant events are acknowledged and celebrated. Worship is enriched by the strong partnership with the local church that children attend for services during the year. Worship is inclusive with staff sensitively supporting all pupils including those with SEND to actively participate. The invitation for families to join the 'good work worship' via zoom gives a powerful sense of togetherness. Pupils have the potential and enthusiasm for significant involvement in the planning and delivery of collective worship. However, currently there are not enough opportunities for pupils to do this independently.

There is a shared language of spirituality that is clearly demonstrated through the rich opportunities provided across the curriculum. MindUp provides pupils and staff meaningful moments to pause, breathe and connect the mind with the body. Their own 'sit space' at forest school enables all to find stillness to reflect. Pupils feel inspired to write prayers and value displaying these on prayer trees. They rightly value the Ascension Day walk with members of the school community to the neighbouring parish of Great Haseley. Godly plays, the 'Thankful fish' and 'Narnia' prayer space days further enrich spiritual experiences. Pupils have a strong knowledge and understanding of Bible stories. They talk with enthusiasm about what they have learnt from these. Relating them to everyday life enables pupils to blossom and flourish spiritually.

Leaders create an inclusive atmosphere where all pupils, including those new to Little Milton, are well supported and nurtured. A vibrant and respectful atmosphere is evident throughout the school. The strong, caring relationships that exist between staff and pupils are central to this. Expectations of behaviour are realistic where pupils are seen as individuals and needs are supported. Restorative behaviour practices demonstrated allow all to show respect for each other. As a result pupils and adults treat each other well and with dignity.

Inspired by the vision, leaders have prioritised mental health and wellbeing. Initiatives such as the nurture room and MindUp make a positive difference. Pupils benefit from daily brain breaks, meditation and periods of stillness. They show how Mindup practices help them to develop strategies to control emotions and to resolve disputes amicably. As a result of this they are happy, behave well and feel safe at this school. Strategies in place support all pupils with transitions so they move on with confidence and independence.

The growth of the mustard seed and development of God-given talents has a positive impact on pupils becoming responsible citizens. They are given leadership opportunities through the pupil council, worship team, 'Eco-Committee', and by being prefects. These responsibilities are taken seriously and enable them to grow their talents and flourish. Pupils positively engage in social

action, supporting a range of charities including Children in Need and Dogs for Good. A visit from Alfie, a puppy in training, helped them to understand the impact of their fundraising. However, there is less opportunity for them to independently be agents of change. Pupils' understanding of the causes they support, as well as the impact their social action has on others, is in the early stages of development.

Pupils articulate how their values of justice, respect and kindness motivate them to make ethical choices. They understand that forest school teaches them how to respect and be kind to the environment. The 'Eco Committee' leads projects to turn off lights and taps to save energy and water. Pupils rightly feel strongly that 'we need to conserve energy and look after the planet'. These initiatives support their understanding of global challenges, such as climate change.

A creative RE curriculum offers opportunities for pupils to consider a breadth of diverse cultures and beliefs. They talk about RE with confidence and enjoy learning about a wide range of religions and world views. This enriches their understanding of difference and helps them to respect different faiths and cultures. They recall previous learning in detail such as making Palm Sundaes, Diwali lamps and retelling stories. Pupils know how well they are doing in RE and what they need to do to improve. As a result they have well developed religious literacy as well as a sound understanding of beliefs and practices. Governors and leaders effectively monitor the RE curriculum to ensure it is in line with the syllabus. Regular observations, work scrutiny and questioning of pupils ensure it is accurate and relevant. Staff benefit from good partnerships with the local diocese, accessing training and current knowledge. Using this training, leaders are in the early stages of writing a bespoke RE curriculum for that combines Little Milton values with core concepts and cross curricular themes.

The teaching of RE is of high quality from experienced well-trained practitioners. Pupils' acquisition of skills and knowledge is progressive through a big questions approach, building on prior learning. RE books show that teachers have high expectations, scaffolding work for those with additional needs. Pupils have opportunities to answer challenging questions that require deeper thinking. Assessment is effective and informs future planning therefore the vast majority of pupils make good progress and thrive in RE.

These inspection findings indicate that Little Milton Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish.

| Information     |                           |                |        |
|-----------------|---------------------------|----------------|--------|
| Inspection date | 5 October 2023            | URN            | 123198 |
| VC/VA/Academy   | Voluntary aided           | Pupils on roll | 48     |
| Diocese         | Oxford                    |                |        |
| MAT/Federation  |                           |                |        |
| Co-headteachers | Hannah Blest & James Bell |                |        |
| Chair           | Linda Longshaw            |                |        |
| Inspector       | Paula Shaw                | No.            | 2245   |