

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

### Wroxton Church of England Primary School

#### Vision

Aspiring to be our best selves with Love, Compassion and Courage.

'I have plans to give you hope and a future.' Jeremiah 29:11

Wroxton 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 recently refreshed Christian vision is having a significant impact on school development. In aspiring for adults and pupils to 'be their best selves', leaders make courageous decisions that enable the school community to flourish.
- Leaders have developed an innovative curriculum with the school's vision at its heart. Teaching themes are tailored to meet the needs of the pupils, enabling them to develop confidence and be successful in their learning.
- Collective worship provides rich and meaningful experiences that explore the biblical basis of the school's vision and values. In this way, pupils and adults appreciate how acting with love, compassion and courage help them to grow spiritually.
- Leaders prioritise staff wellbeing, strengthened by fruitful partnerships within the Oxford Diocesan Schools Trust (ODST). Through being part of a bigger team, staff collaborate and support each other, nurturing a culture of hope and achievement.
- The effective leadership of religious education (RE) results in an engaging and challenging curriculum that is tailored to the needs of the pupils. Topics are balanced and well sequenced so that pupils' knowledge and understanding of a range of religions and worldviews develops well over time.

#### Development Points

- Embed the school's approach to spiritual development by planning a wider range of experiences across the curriculum that enable individuals' spiritual growth to deepen.
- Strengthen the impact of the school's vision so that it more deeply shapes pupils' understanding and appreciation of diversity.
- Extend pupils' understanding of justice and responsibility. This is so that pupils recognise how they can actively make a positive difference within and beyond their school community.



## Inspection Findings

Wroxton's new leadership team has consulted widely to develop a relevant and powerful Christian vision. Clearly understood and embraced by adults and pupils, it unites the school community with a common purpose. Leaders have made significant progress over a short period of time to ensure that the vision underpins the school's work. Firmly rooted in biblical teaching, it drives decision making and school development. Pupils understand why it is important to be their 'best selves' and how they need courage to make good choices to achieve this. Crucial support from the ODSST strengthens the strategic direction of the school, notably in sharing staff and governance with a partner school. This facilitates a high level of collaboration that enables this rural school to meet the needs of its small, diverse community. Dedicated governors effectively evaluate the vision's impact. Their feedback strengthens leaders' decision making to ensure that the vision is lived out effectively. As a result, pupils and adults grow and flourish, with hope and aspiration for the future.

Motivated by high expectations, leaders have revised the curriculum so that it meets the diverse needs of the pupils effectively. Rich in first-hand experiences, teachers plan innovative lessons that enable pupils to understand the importance of love, compassion and courage. For example, within history, pupils respond with compassion to the experiences of children separated from their families during World War II. Across the curriculum, pupils are encouraged to be courageous and not be afraid of making mistakes as they learn new things. Leaders are beginning to use the curriculum to deepen pupils' spiritual growth. A shared understanding and language for spirituality enables staff to capture moments as they arise. For example, pausing to wonder at a sunny winter's landscape helped individuals recognise their own spiritual responses. However, planned experiences that foster spiritual growth more widely are in their infancy. Staff know their pupils well and adapt teaching to meet a wide range of needs. Skilled leaders organise tailored provision so that pupils who have special educational needs and/or disabilities (SEND) have the resources and support that they need. Staff work tirelessly with parents and carers to build trusting relationships that help their children to thrive. Pupils have faith in the adults that support them and feel safe to take risks and ask for help. As a result, they are making rapid progress in building self-esteem and finding a sense of achievement in their learning.

Collective worship enables pupils and adults to flourish spiritually. Skilful leaders make wise decisions that maximise its impact. For example, worship takes place at the end of the day, creating a valued time of peace and reflection. Carefully chosen themes explore the school's vision through Bible stories that gently challenge pupils to consider their own views and choices. The school's shared understanding of spirituality helps adults and pupils reflect thoughtfully. For example, a worship exploring the compassion of Jesus' companions, as they journeyed with him to the cross on Good Friday, prompted a deep response. Through careful questioning, pupils recognised how they, too, could give and receive help. Worship benefits from a rich range of groupings and leaders, nurturing spirituality in different ways. Regular whole-school worship fosters a sense of unity, as staff and pupils come together and are invited to sing, pray and reflect. Older pupils sit with younger ones, helping them to engage, and pupils with additional needs are sensitively supported so that they are included. Pupils are active partners in worship. Participation through role play, giving presentations and reading prayers deepens their spiritual engagement. Key festivals, such as Ash Wednesday, are led by the local vicar, broadening pupils' appreciation of Christian traditions. Families value how regular opportunities to attend worship and other events, such as a Harvest reflection, nurture a shared sense of belonging.



Leaders make bold decisions to foster a school culture of love and compassion. Fortified by strong partnerships within the ODST, leaders have kept staff wellbeing a priority whilst skilfully managing change within the school's organisation. Leaders actively encourage staff in their professional development and offer sensitive support, including through difficult times. Staff benefit from being part of a larger team with their partner school. Through sharing expertise and engaging in joint initiatives, staff grow professionally and support each other. As a result, they are hopeful and enthusiastic, with high aspirations for themselves and others. A consistent whole-school approach helps pupils recognise and manage their emotions successfully. Pupils trust staff to help them. In turn, they show care and support for each other. To build positive relationships, leaders have made a significant investment in structured outdoor play. A wide range of games and adventurous activities bring different age groups together, promoting pupils' creativity and co-operation. Through this initiative and others, pupils understand the importance of living well together. They are beginning to appreciate that people have a range of beliefs and ways of living that have equal value to their own. However, this understanding is not fully embedded across the school.

Leaders provide many opportunities that encourage pupils to show compassion in taking responsibility for others. For example, older pupils read books with their younger peers, fostering caring relationships. Other pupil leaders actively promote the school's vision by rewarding individuals who live out the school's values. Pupils recognise that fundraising helps those in need and, to this end, they support school events that raise money for national charities. Themes within the curriculum and collective worship enable pupils to recognise that people can act to protect the environment and challenge injustice. However, pupils have a limited understanding of how they can take action themselves to make a positive difference.

The RE curriculum is highly effective in meeting the needs of pupils in this small, rural setting. Leaders have devised a curriculum that is well sequenced in building pupils' knowledge and understanding. A thoughtful balance of topics across the school explores Christianity with increasing depth. For example, through analysing the parables of Jesus, older pupils understand how Christians seek wisdom from his teachings in different ways. The curriculum is thoughtfully structured to develop a comprehensive knowledge of other religions and worldviews. Enriched by trips to different places of worship, pupils understand that people practise their faith in a variety of ways. Thus, pupils are beginning to appreciate diversity within and beyond their local community.

Leaders give teachers the tools that they need to teach RE confidently. Joint working across the ODST and Oxford Diocese provide rich opportunities for staff development. Thus, teachers acquire a secure knowledge of the subject. They plan engaging lessons that encourage discussion, exploration and reflection. Pupils are given the freedom to respond in ways that deepen their understanding, for example, through art and debate. Their learning is innovatively captured and recorded in displays and whole-class books. In this way, pupils with a range of needs are able to participate actively and show their understanding. Staff use class books constructively to revisit previous lessons, enabling pupils to remember what they have learnt. A rigorous assessment framework helps teachers track individual progress. This means that teachers accurately identify pupils' achievement and adapt their teaching in response. Thus, pupils across the school make consistent progress and learn well in RE.

## Information

Address	Lampitts Green, Wroxton, Banbury, OX15 6QJ		
Date	17 March 2025	URN	144187
Type of school	Academy	No. of pupils	68
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
Executive Headteacher	Victoria Woods		
Chair of Governors	Maureen Thompson		
Inspector	Sue Mawdsley		