



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

Hailey Voluntary Controlled Church of England Primary School

Hailey

Witney

Oxfordshire

OX29 9UB

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Oxford Diocese

Local authority: Oxfordshire

Dates of inspection: 27 April 2016

Date of last inspection: 7 July 2011

School's unique reference number: 123108

Headteacher: Debbie Davies

Inspector's name and number: Sandra Symms 805

### School context

Hailey Church of England (VC) Primary School is a smaller than average sized primary school with 96 pupils on roll. In January 2016 the school expanded to admit children from the age of 3. The proportion of children in receipt of additional funding and those with special educational needs is below average. The percentage of children in receipt of free school meals is low. The vast majority of pupils are white British. There are very good links with the Anglican church.

The distinctiveness and effectiveness of Hailey Primary School as a Church of England school are outstanding

- The vision and drive of the headteacher, effectively supported by staff and governors has embedded strong Christian values that underpin all aspects of school life. This has a significant impact on children's good achievements, supportive behaviours and kind attitudes.
- Planned experiences for cultural development ensure that learners have a high respect for diversity.
- Strong, supportive and caring relationships between all members of the school community, based on love and tolerance are a strength of the school.

### Areas to improve

- Ensure that learners have regular opportunities to plan and lead worship so that their

understanding of Anglican traditions and practices is enhanced.

- Create reflective spaces in the extensive school grounds to deepen learners' spirituality and to enrich the possibilities of worship outside.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Hailey Church of England Primary School is a small school with a big heart. The Christian values of love, tolerance and respect are firmly rooted in Bible stories and are deeply embedded in the daily lives of all learners. They are made explicit to all stakeholders through worship, the school website, the home school agreement and displays. In addition, a whole school review of the values involving all stakeholders has resulted in the values underpinning the life of the school. Consequently the Christian ethos shines through. As a result of this strong Christian character there are high standards of behaviour and good achievement and attendance for all learners. Leaders say that the school is all about nurturing relationships built on the Christian values of love and tolerance. Parents talk about the strong, caring community spirit. They appreciate the open door policy where views are taken into consideration. As a result of strong relationships it is clear that the mission statement of Together Everyone Achieves More is embedded. This sense of togetherness based on love and respect for one another results in a Christian community in action. The Christian character of the school has a significant impact on learners' spiritual, moral, social and cultural development. Learners enthuse about the annual One World Week when they learn about and from different cultures. Experiences such as visiting a Sikh temple, singing with a gospel choir and taking part in multi-cultural art sessions lead to learners having a high level of respect for diversity. The school identifies experiences in the curriculum so that learners can explore spirituality such as thinking about their place in the world and why they are unique. However, pupils need to develop their ability to express their spiritual thoughts and views in depth. Learners recognise the importance of religious education in their lives. As a result of the introduction of big questions in RE such as 'What makes a saint?' learners are challenged to think more deeply. They see the importance of learning about other world faiths. One boy said that you know how to respect others if you know about their beliefs. Love, tolerance and respect are at the heart of this school resulting in happy, successful children with a strong sense of self worth.

The impact of collective worship on the school community is good

Collective worship plays an important role in the life of the school and is valued by learners. They talk about how Jesus is God's son who died on the cross and came back to life. They enjoy listening to stories about Jesus such as when he washed the feet of his disciples. One boy said that this showed love and real friendship which they try to show by being kind and patient and not leaving anyone out. As a result learners have a good understanding of Jesus' place in worship and they can make links between Bible stories, the school's values and their own lives. Learners talk about how worship helps them to be a better person such as being honest and trustworthy. One little boy was moved to own up to something after the assembly on honesty. This was met with love, tolerance and support from leaders showing the school's values in action. Leaders monitor the impact of worship through pupil voice meetings and talking to staff and parents. Views are gathered and lead to improvements such as purchasing resources to support singing and including role play so that learners are contributing more. Learners enjoy setting up the worship table, selecting the hymn and contributing to prayers

however they would value regular opportunities to plan and lead worship. Worship follows Christian festivals and church seasons and includes some aspects of Anglican practice such as saying the Lord's Prayer and responding to liturgy. Themes contribute to learners' spiritual and moral development and learners support others through charity work such as Christian Aid Week. Learners talk about how prayer is their connection to God. One learner said, 'Even though you can't see him you can feel him and know he's there.' Older learners have some awareness of the Trinity but this requires development. Staff and clergy are regularly involved in planning and leading worship which takes place in the school hall or the local church. As yet the school grounds are not used to provide alternative worship or reflection experiences. Staff and parents value the time to come together to worship as it enhances the community spirit.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher, supported ably by the deputy headteacher and governors consistently and conscientiously promotes the school's vision. Leaders aspire to provide the best starting block for all learners 'in a safe, caring, loving environment that promotes core Christian values'. Leaders are ambitious for the school and talk about never giving up on anyone just as God does not give up on us. As a result learners know they are valued as unique individuals and this impacts on the high standards of achievement and behaviour so that 'everyone achieves more'. Self evaluation is a strength of the school and involves all groups using various strategies such as data analysis, governor monitoring, pupil voice meetings, parent surveys and staff consultation. As a result leaders are well informed about the performance of the school. All forms of self evaluation lead to detailed strategic planning as highlighted in the Raising Achievement Plan. There is strong focus on meeting the needs of all learners such as setting up an early morning club and developing a growth mindset across the school community. Consequently it is clear that leaders have worked effectively to address the development points from the previous inspection. The school makes good use of development opportunities such as training on leadership of church schools, spirituality and collective worship. Briefing papers are shared with governors and training is cascaded down to staff so that all can benefit and grow as leaders in a church school. Effective use is made of diocesan support which has been particularly helpful in the development of the new RE curriculum. The RE leader is given good support in fulfilling her role and the subject is well resourced. There are strong links with the church and the wider community. The vicar is actively involved in the life of the school, leading worship and supporting RE lessons. Parents give generously of their time to support the school and say that 'the sense of community is amazing'. As a result of these effective partnerships it is clear that there are mutual benefits for the whole school community with everyone working together to achieve the best outcomes for all.

SIAMS report April 2016

Hailey C of E (VC) Primary School OX29 9UB