



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

### **Horspath C.E. (V.C.) Primary School.**

1, Blenheim Road,  
Horspath,  
Oxford.  
OX33 1RY.

**Diocese: Oxford**

Local authority: Oxfordshire.

Dates of inspection; 2<sup>nd</sup> July 2013.

Date of last inspection: 19/5/2008.

School's unique reference number: 123121.

Headteacher: Emma Coleman.

Inspector's name and number: Maggie Donaldson. (SIAMS inspector 767.)

#### **School context**

Horspath Church of England Primary school is a smaller than average primary with 132 pupils currently on roll. The number of pupils supported through special educational need and those eligible for support under the pupil premium are below average. Most pupils are from a white British background. A few children speak English as an additional language. Half of the pupils are from Horspath village, while others travel in from surrounding areas.

#### **The distinctiveness and effectiveness of Horspath Church of England Primary school as a Church of England school are good.**

Christian values are explicit in terms of their daily impact on standards, behaviour and on pupils' social, moral, cultural and spiritual development. Under the guidance of the headteacher the school provides a caring, family ethos which ensures a safe environment for all pupils. Partnerships with governors, parents, the local church and the community are strong and supportive.

#### **Established strengths**

- The inclusive and supportive ethos, based on Christian values, which ensures that pupils feel cared for, safe and secure in their school.
- The strong partnership between school leaders and managers and the local church especially through the commitment of the vicar.
- The vision and commitment of the Head and the staff which ensures strong and effective team-work.

#### **Focus for development**

- To provide more opportunities for the involvement of pupils in the planning and delivery of collective worship.
- To ensure that the school self –audit, web-site and prospectus more clearly evidence the Christian distinctiveness which is present in the day to day life of the school.

#### **The school, through its distinctive Christian character, is good at meeting the needs of all learners.**

The school has an ethos of inclusion, care and respect which is underpinned by Christian values. Relationships within the school community are positive and staff provide good role

models for the pupils who are polite and well-behaved. Children are proud of their school and take responsibility for themselves and others by being caring, thoughtful and polite to each other. The school promotes self-reliance and independence and pupils are encouraged to take responsibilities in the day to day running of the school. Playground pals, peer mediators and a buddying system for youngest pupils are all taken very seriously by the children who see these roles as their jobs within the school. 'We are all responsible for our school', was a comment made by one child when talking about her role as a peer mediator. Pupil's attainment is good and the school has a strong ethos of teamwork with relationships based on trust and mutual respect. Parents feel welcome and value the fact that their views are considered. There are examples of parents being able to turn to the school in times of need .The teaching of Religious Education is well planned and is delivered by one member of staff, thus ensuring a consistent, whole school approach to the subject.The link between Biblical teaching, relationships and behaviour is beginning to be more clearly expressed by all stakeholders. Opportunities for spiritual growth are provided through designated quiet areas within the school grounds which are appreciated by the children who were very proud to point out that this was their peaceful space where they could sit and think.

### **The impact of collective worship on the school community is good.**

The regular acts of collective worship have a significant impact on the thinking of the whole school community. The special nature of the worship is preserved by the closing of the hall curtains and the setting up of the worship table which displays a cross, a Bible and the school prayer. An image linked to the theme of the worship is prominently displayed on a large screen. Pupils enter the hall quietly while music is played and a candle is lit by one of the children. They are engaged in the worship, listen attentively, sing enthusiastically and respond sensitively to the time of prayer. Staff and clergy are involved in the worship, the inclusive nature of which contributes to its impact on the day to day life of the school. Planning is largely based on the school's Christian values –it also includes major festivals and significant events in the church year. Worship which is based on the Old and New Testaments enables the children to develop their knowledge of Jesus' life along with a growing understanding of the Trinity. Although pupils sometimes have a role in acting out parts of the story and reading the prayer their commitment and knowledge suggests that they are capable of taking a greater role in the planning and leading of worship and in being able to benefit from more opportunities to take part in quiet reflection . The school has its own prayer which was written by the school council, however pupils across the school do not have regular opportunities to write their own prayers.The regular acts of collective worship have a significant impact on the thinking of the whole school community which is evidenced through evaluations carried out by the vicar, foundation governors and also by the school council. The vicar leads collective worship regularly and the whole school attends the local church for services of special celebrations during the year.

### **The effectiveness of the leadership and management of the school as a church school is good.**

School leaders and managers have secured an ethos, based on distinctively Christian values, which ensures that pupils feel safe and valued. The school recognises that more emphasis on its Christian distinctiveness now needs to appear in the prospectus and on the website. The school has an accurate view of its strengths and the capacity for future development is good because of the way in which leaders and managers respond to findings of analysis .Issues from the previous Section 48 inspection have now been addressed. There is a strong partnership between school leaders and managers, parents and the church. The regular visits by the vicar who is very supportive of the school, are greatly appreciated by the pupils and Christian values support good behaviour and positive relationships. There is evidence that the well-being of staff and pupils is a high priority and the school is sensitive to the needs of others, especially in times of difficulty .Parents appreciate the approachability of the staff and feel that their concerns and their views are listened to and acted upon. The recently revised statement of the vision and values of the school which was developed in partnership with parents, governors and staff is now beginning to be embedded.

SIAMS report July 2013 .Horspath Church of England V.C. Primary School.Oxfordshire OX33 1RY.

