

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

St. Oswald's Worleston Church of England Primary School			
Address	Church Road, Aston Juxta Mondrum, Worleston, Nantwich, Cheshire, CW5 6DP.		
Date of inspection	11 November 2019	Status of school	Primary academy within the Rural Church Schools Academy Trust (RCSAT). Inspected as voluntary controlled.
Diocese	Chester	URN	143158

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgement</b>	The impact of collective worship	<b>Grade</b>	<b>Excellent</b>

### School context

St Oswald's Worleston is a primary school with 104 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion who have special educational needs and/or disabilities (SEND) is above national averages. The school joined RCSAT in April 2017. The principal took up post at this time. The number of pupils on roll has increased significantly in recent years.

### The school's Christian vision

At the heart of everything is a personalised approach to each individual as part of our Christian Community. The family ethos ensures that all feel valued, respected and grow. Enthusiastic and caring staff, demonstrate care of the whole child. Through God's guidance we encourage all to let their light shine.

*'Let your light Shine'*  
(Matthew 5:16)

### Key findings

- Leadership at all levels is inspirational. It is nurtured by, and consistent with, the school's carefully developed and deeply held Christian vision. As a result, decisions and provision enrich the daily lives of pupils, staff, families and the wider community.
- Pastoral care for all and support for pupils with additional needs are excellent. They are tailored to the needs of each individual. As a result many pupils make accelerated progress and all are enabled to flourish and let their light shine.
- Collective worship is the heartbeat of the community. Thoughtfully planned and evaluated by adults and pupils, it allows all to reflect upon their relationship with God and each other.
- The religious education (RE) curriculum is imaginative. The committed subject coordinator provides excellent support to colleagues. Learning is enriched and made exciting through dedicated RE days focusing on world faiths and the Old Testament. However, assessment procedures require further development.
- Pupils and adults have an excellent understanding of Christianity and justice locally and nationally. However, their understanding of Christianity as a world-wide multi-cultural faith is less well developed.

### Areas for development

- Review and revise assessment processes in RE so that they are in line with those in other core subjects and enable pupils to fully understand the progress they are making.
- Develop partnerships that enable pupils and adults to better understand and experience Christianity in a global context.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

St Oswald's is an excellent Church school where everyone understands, shares and demonstrates its biblically inspired and deeply rooted Christian vision and values. The concept of letting one's light shine enables all to flourish. Visionary leadership and governance secures opportunities for all. Governors are a visible and supportive presence. They and the principal hold themselves and the school community to account with integrity. Leaders provide a strong Christian example and ensure that the vision shapes the work of all associated with the school. There is a commitment to developing adults. Consequently, they appreciate their role in this Church school, and are better able to support pupils and develop their professional satisfaction and aspirations. The principal ensures that trust, respect and dignity are the hallmarks of relationships. This facilitates honest and robust decision-making in which the needs of pupils are paramount. Consequently, they and their families consistently receive effective support.

The curriculum is broad, balanced, creative and integrated. It responds holistically to promote pupils' academic, spiritual, cultural, moral and social development. It deftly and innovatively meets the needs of all learners. Staff draw support from, and share expertise with, their colleagues within the trust. This is promoting increasingly good outcomes for pupils and extending their experiences and opportunities. SEND provision is exceptional as are the strategies to develop pupils' resilience and mental wellbeing. The programme of visits and visitors inspires pupils to be aspirational and pursue excellence. A member of staff expressed her purpose as an educator as seeking 'in each individual their God-given talent'. As a result, pupils enjoy their learning and ask deep and meaningful questions. The school is recognised for its successful inclusion of hard to reach families. Attendance by staff and pupils is very high which they associate with the welcome and fulfilment they experience each day.

Initiatives such as Rights Respecting Schools ensure that pupils develop a sense of justice and responsibility. They are mature, resilient and responsive. Eco-warriors, ethos group, school councillors and sports ambassadors are some of the responsible roles which develop their leadership confidence and skills. Older pupils work with enthusiasm to achieve the Archbishop of York Young Leaders Award. Pupils recognise and appreciate British values and the rights of the individual and community because they experience them daily. They know that their voice is listened to. As a result, they are enthusiastic to 'let their light shine' and, the head boy explained, 'be the best version of you'. Pupils and adults develop their moral and ethical maturity through support for charities and initiatives that help those in need locally and nationally. A pupil related this to doing God's work as in the parable of the good Samaritan. A project with a Christian community in Nepal is in its infancy, but the school's Nepali Day is already giving pupils an appreciation of living with less.

The respectful and courteous example of adults supports pupils in developing excellent relationships. Consequently, the school fulfils its intention to be a 'caring Christian family where we grow together'. Relationships are built upon the Christian vision. St Oswald's is not an overtly diverse community. However, adults and pupils ensure that it offers a nurturing welcome to families and visitors of other faiths and cultures. All feel welcomed irrespective of ability or background. A non-Christian parent explained that the Christian welcome of the school sustains his family in their faith. Pupils appreciate the concepts of friendship, forgiveness and reconciliation because they experience and demonstrate them. Communication is highly effective in building the harmonious and purposeful relationships that foster the security, learning and success of adults and pupils alike.

Parents appreciate the accessibility of all staff and particularly of the principal. Families know that they are always members of the St Oswald's family. Concerns are listened to and addressed. Solutions are appropriate, effective and enable the individual, the school and the family to flourish. The Parents' Council, established following the previous SIAMS inspection and distinct from the fundraising Parent Teacher Association and the Staff Council, ensures that adults have a voice within the school. These initiatives provide tangible and valued support for the wellbeing of each individual.

Collective worship is the heartbeat of the school community. It is thoroughly planned, inspiringly led, carefully evaluated and brings joy and strength to all. Pupils of the ethos group are diligent in, and enthusiastic about, their role in ensuring worship is a universally powerful experience. Clergy and lay members of the Anglican and Methodist

traditions support school worship and the appreciation of different Christian traditions. Worship is invitational and inclusive. It takes place in school daily, and in the local parish church for festivals including Christmas, Easter and Harvest. Using the Anglican liturgy, it enables pupils and adults to build their relationship with God and each other. Eucharist is a regular and valued part of Key Stage 2 worship. Worship explores Bible stories and Christian values so that pupils see the relevance of Jesus in their lives and know His importance within the Trinity. During the Remembrance Day service, they demonstrated respect and empathy for the bravery and sacrifice of members of the armed services and civilians. They were attentive, responsive and engaged. Regularly updated prayer boards and reflection areas allow pupils moments of quiet contemplation and spontaneous prayer. They recognise and respect the place of prayer in the lives of people of faith.

RE is excellent throughout. Subject standards are evaluated in collaboration with RCSAT colleagues. Pupils make progress in RE that is at least in line with the good progress in other core subjects. Accurate assessment informs teachers' planning and promotes progress. However, pupils do not always recognise the progress they are making because assessment requires further development. The subject coordinator's enthusiasm is infectious. It supports colleagues' subject expertise and ensures that pupils' interest, curiosity and spirit of enquiry are sparked. The curriculum is theologically and philosophically appropriate. Parents appreciate the breadth and challenge of RE and the enthusiasm pupils demonstrate for their learning. RE theme days allow for an imaginative focus on a range of topics including Islam, Hinduism and the Old Testament. Consequently, pupils can explain how they have used the creative arts to explore the detail and impact of the fall of Jericho. They appreciate that everyone's religious identity should be respected and confidently apply their learning to their own lives.

A parent expressed the importance of St Oswald's by saying 'you can learn English and maths in every school but you learn values here'. This sense of moral purpose is seen as emanating from the principal who makes everyone 'want to do their best' which leads to, in the words of a governor 'a quite exceptional school'.

Principal Acting Executive Headteacher	Alex Goodwin Nicola Badger
Inspector's name and number	Fiona Ashton 860