

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

## Tackley Church of England Primary School

### Vision

Living, Loving and Learning Together. Our vision for Tackley Church of England Primary School demonstrates our commitment to create a school where every child and adult flourishes together in community. We relate the significance of each individual as a valuable member of our community to the Parable of the Lost Sheep where everyone is included, everyone is important, and everyone is valued. We strive to leave no one behind, taking everyone with us on the journey of life, together.

### Strengths

- The Christian vision has been carefully designed for the specific context of the school and the villages it serves. It is deeply embedded, understood and lived out. As a result, Tackley is a loving, inclusive community.
- School leaders are passionate about their school and community. Their commitment to living, loving and learning together drives improvement decisions and enriches relationships within and beyond the school.
- Pupils and adults value the daily invitational opportunities to come together for celebration, reflection and prayer. Consequently, collective worship contributes significantly to spiritual flourishing.
- The purposeful, encouraging and cultivating relationship with the Oxford Diocesan Schools Trust (ODST) is a tangible strength. It enhances the effectiveness of the vision in enabling both adults and pupils to flourish.
- Driven by the highly inclusive vision, staff, pupils and families work together as a team. This united approach ensures that the school meets a diverse range of needs exceptionally well.

### Development Points

- Develop a shared understanding of spirituality that is woven through the curriculum. This is to empower pupils to consider and be able to articulate the wider dimension to their lives.
- Expand the religious education (RE) curriculum to incorporate knowledge and understanding of Christianity as a global faith and non-religious worldviews.



## Inspection Findings

The Christian vision of 'Living, Loving and Learning Together' precisely describes the community of Tackley primary school. It has been developed by leaders in response to welcoming children from another local school that has recently closed. This is illustrative of the way in which the school seeks to ensure that all are valued and included. Consequently, it is a united community that expertly serves those in its care irrespective of how they became part of it. This includes the provision of nurture groups and support with school attendance. The living out of the vision is carefully linked to the parable from the Bible of the Lost Sheep. This motivates adults and pupils to be whole heartedly focused on the nurturing and flourishing of every individual. School leaders are empowered by the strong and supportive relationship with the ODST. Its vision incorporates service, community and inclusivity. This closely aligns with and enhances the school's living out of its vision. This collaborative partnership proactively drives brave decisions that facilitate each unique individual to flourish.

The vision underpins a responsive and dynamic approach to the curriculum. This advances its development to meet the evolving needs of pupils. Recent changes to enhance and broaden the physical education curriculum are illustrative of this. The revision means that it now meets the specific needs of individual pupils. It encapsulates the vision of no one being left behind. Inclusion is the bedrock of the curriculum. School and ODST leaders are diligent in their oversight of the curriculum and inclusion, carefully assessing their effect on personal development. The provision for those who are vulnerable and those with special educational needs and/or disabilities (SEND) is very good. Bespoke support and carefully planned learning opportunities are expertly woven across the school day. However, a lack of shared language and explicit reference to spirituality within the curriculum hinders flourishing. Whilst pupils are encouraged to employ curiosity and reflect on their learning, many opportunities for spiritual development are lost.

Values of kindness, curiosity and responsibility engender a practical living out of the vision. A weekly Good Shepherd award, based on illustrating care, kindness and the inclusion of others, is central to this. Each week the current award holder takes on the significant responsibility for choosing their successor. This practice encourages pupils to carefully examine their own behaviour and motivation as well as that of their peers. It nurtures confidence and emboldens pupils to adopt responsibility within and beyond school. The vision's focus on community and inclusion further promotes this. Consequently, pupils and adults have a well-developed understanding of the way in which they can be agents of change. Activities such as litter picking demonstrate how individuals can have a positive impact on their local environment. Pupils seek to understand the injustice that leads to the need for charitable giving. A visit from members of the Red Cross supported pupils to explore the issues around refugees and migration. Time to discuss and respond to challenging issues, nurtures a sense of responsibility and changes mindsets.

A well sequenced, rigorous and engaging RE curriculum ensures good provision. It includes appropriate challenge and support to enable pupils to make good progress. Lessons effectively develop pupils' enquiry skills. For example, curriculum planning across year groups supports an increasingly rich understanding of the connections between the Jewish celebration of Passover and the Exodus from Egypt. Pupils enjoy opportunities to engage their curiosity in an environment where all are valued, involved and respected. Reflecting their vision, lessons are led sensitively to ensure that pupils feel safe to express their thoughts and responses. This allows pupils to engage with challenging questions of life and faith. Pupils learn about a range of major faiths and worldviews and have access to appropriate resources. However, access to places of worship and visitors from faiths other than Christianity is less well developed. Particularly, there are insufficient opportunities built into the curriculum to learn about non-religious worldviews and Christianity as a diverse, global faith. The time and value placed on RE and effective support of the Diocese and ODST ensures that it meets statutory requirements. In



addition, priority is placed on professional development. This includes training to ensure the quality of the curriculum content and delivery.

Tackley school is central to the communities it serves. Relationships between the school, church and other village organisations are extremely strong and mutually supportive. Local residents, church congregations and the village fete committee recently raised funds to provide a new classroom. Parents rightly and enthusiastically acknowledge how they have been welcomed into the school community with open arms. The vision underpins leaders' commitment to make bold decisions for the well-being of those in their care. Adaptations to class structure are illustrative of the importance placed on the well-being of adults and pupils. Staff rightly acknowledge the care that they receive at difficult times and the nurturing of their career development. They know pupils and their families extremely well. They demonstrate diligent care and support beyond the confines of the classroom. In times of need, the vision to love and live well together is prioritised. Restorative structures foster good behaviour and are widely appreciated. This leads to pupils taking responsibility for their interactions with others. It is acknowledged that, in caring for and seeking to appreciate others, pupils and adults thrive as part of a loving community.

The creative, purposeful and varied acts of daily collective worship greatly enrich the life of this community. Meaningful and valuable links with church congregations help to shape the pattern of worship and the school's Anglican foundation. Special services in church, at times such as Easter and Harvest, punctuate the school year. They bring the school and wider communities together to give thanks to God and to celebrate. Thoughtful consideration ensures that collective worship inspires and includes both adults and pupils. For example, engaging the musical talents of those with SEND powerfully enhances the worship experience for those present. Spiritual development is successfully cultivated through times of stillness, reflection and occasions to consider individual and the school community's values and beliefs. Worship at Tackley school is the source from which the vision to live, love and learn together flows.

## Information

Address	42 St John's Road, Tackley, Kidlington, OX5 3AP		
Date	10 September 2024	URN	143889
Type of school	Academy	No. of pupils	117
Diocese	Oxford		
MAT/Federation	Oxford Diocesan Schools Trust		
Headteacher	Karen Ward		
Chair of Governors	Alexandra Machin		
Inspector	Joanna Brookes		