



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

New Hinksey Voluntary Controlled Primary School

Vicarage Road

Oxford

OX1 4RQ

Diocese: Oxford

Local authority: Oxfordshire

Dates of inspection: 16 October 2014

Date of last inspection: October 2009

School's unique reference number: 123142

Headteacher: Charlotte Haynes

Inspector's name and number: Alan Thornsby NSIN 137

School context

New Hinksey is a popular school that has enjoyed single age group classes for the last two years. The school has a restricted and cramped site, although an additional playground was recently created across the road, within the church grounds. There are high proportions of ethnic groups, including traveller children and an increasing number of children with English as a second language. All groups are well integrated into the school. There is a high pupil turnover, with many children coming from out of the catchment area,

The distinctiveness and effectiveness of New Hinksey as a Church of England school are good

- Commitment of the head staff and governors in providing a successful learning environment reflecting its Christian ethos of hospitality and inclusion.
- The strength of relationships between all members of the community reflecting the impact of acts of worship which illustrate school values through Biblical teaching.
- The links and partnerships between the school, its church and the local community which have impacted directly on the provision for children

Areas to improve

- Ensure staff and governors fully understand the role of explicit Christian values within a distinctive church school and how these inform decision-making, strategic planning and formal evaluation.
- Raise the profile of the Christian values that underpin the life and actions of the school by creating a vision statement that clearly links these to the unique character of the school.
- Involve children in the planning, delivery and evaluation of worship to further enhance their spiritual awareness.

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

The school has a welcoming and caring Christian ethos that values each individual and his or her needs. It is reflected in the school motto 'each of us is special.' Love, care and respect are seen in action in the daily lives of adults and mirrored by children. Although the Christian foundation of the values is often reinforced, especially in worship times, there is equal emphasis on the sharing of these values with other major faiths. Many children can link them to the life and example of Jesus, as well as recognising their importance to members of other faiths who share similar values. This reflects their understanding and celebration of the diversity of the school community. Thus, relationships and behaviour are excellent. Children explain confidently 'we treat others as we want them to treat us'. Teachers have high expectations of themselves and children. High levels of attainment, often better than national expectations, result from a commitment to developing the potential of each child. The impact of the school ethos on teaching and learning creates a happy and safe learning environment where children want to learn. This results in generally good attendance and the school offers encouragement to support this when necessary. Star awards recognise the positive attitudes and behaviour in pupils, one of whom commented 'it is not hard for our teachers to teach us.' Spiritual, Moral, Social and Cultural (SMSC) development is good because of cross-curricular links with RE and worship that create a good understanding of respect, tolerance and forgiveness. The effective use of the school allotment, local parks and museums securely underpins SMSC. Staff and children understand the value of religious education (RE) and are engaged in lessons by effective teaching in 'learning about and from' other faiths which underpins pupils' respect for their diverse community. Standards are judged to be in line with those in other subjects. Pupils have a good understanding of the global nature of Christianity and other major faiths. They readily articulate the importance of 'who a person is and how they behave and not what they look like' that matters.

The impact of collective worship on the school community is good

Collective worship is central to the life of the school in exploring and reflecting Christian values, the church year and the Bible. The headteacher and vicar plan worship to give pupils opportunities to learn about values in the context of their own lives. Themes are displayed in the hall with prayers and messages to reflect the weekly focus and maintain the multi-faith character of the school. This is also reflected in the recognition of a specific prayer place for pupils during Ramadan. Pupils value class worship to reflect and explore themes in an age appropriate situation. The vicar leads a weekly act of worship and engages pupils and adults with practical demonstrations, links to bible references and relevance to everyday life. He also visits the foundation stage, telling stories and sharing artefacts to introduce faith and Biblical teaching. Pupils are developing a good understanding of the life of Jesus, His parables and miracles and the relevance of these in their everyday life. They are also developing an understanding of the Trinity, recognising the Holy Spirit at Pentecost. The church is used for festival services such as Harvest when all children contribute songs, poems and prayers, which develop an understanding of Anglican traditions and settings. Everyone, including parents and members of the community, who consistently support the worshipping life of the school, enjoy these occasions. Foundation governors often attend worship in school and church to keep informed of the practice and impact of worship, to share with the whole governing body. Children write and share prayers, answer questions and take part in role-play. However, the school has identified the benefits of greater pupil involvement in the planning and delivery of worship to develop their spiritual awareness. A range of informal monitoring and evaluation procedures, including discussion between children and adults, informs future planning.

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

The headteacher, staff and governors have a distinctive Christian vision for the school that is

evident in the everyday life of the school, but not clearly articulated. Within this, Christian values are often implicit although the links with the life of Jesus and the Bible are fully recognised in worship. Staff are role models of values in action and enjoy a sense of belonging to a supportive team. There are indications in self-evaluations that the governors have addressed the development points from the previous inspection. There is a cycle of self-evaluation, including learning walks to identify the profile of RE, feedback and discussion that are then shared by the whole governing body. Governors also use pupil interviews to have first hand information. There are effective procedures for monitoring pupil progress that enable the identification of issues needing to be addressed. For example, an experienced teacher was allocated to a particular cohort to support a number of individual needs and raise attainment and progress. Evaluation of the distinctive character of the school involves the headteacher, senior leaders and foundation governor before being shared with staff and governors. However, this has not led to any specific development as a distinctive church school being identified in the school improvement plan. Parents make very positive comments about the impact of the Christian ethos of the school on the academic and personal development of all children, including 'everyone celebrates the achievement of each other' and 'the ethos of the school allows children to understand the choices when they make a decision'. The whole community celebrates its diversity with an 'International Evening' to share food, songs and customs as part of an Autumn celebration week. This demonstrates the school's strong commitment to serving and celebrating all its members equally.

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