

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Loxley Church of England Community Primary School				
Address	Loxley, Warwickshire CV35 9JT			
Date of inspection	12 March 2020	Status of school	Voluntary controlled primary	
Diocese	Coventry	URN	125639	

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

School context

Loxley is a primary school with 35 pupils on roll. The majority of pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. It is the smallest school in Warwickshire and takes a lead role in supporting others using flexi-schooling locally and nationally. It is part of the Stratford Rural Schools Federation. The headteacher has been in post since September 2018.

The school's Christian vision

We have rooted our vision in Jesus' teaching from the Parable of Christ the Sower to provide good ground for the children to flourish as confident young learners. Our challenge for our school family is inspired by John 13:15, I have set you an example that you should do as I have done'.

Key findings

- The strong, Christian partnership between the headteacher and executive headteacher is positively driving improvements across the federation, uniting everyone as a team. The headteacher is effectively leading the Loxley school team, guided by the agreed vision and associated values.
- The quality of worship is exceptional enabling all pupils and staff to flourish spiritually. The leadership of pupils in worship is growing. However, their skills in evaluating worship have not yet been developed.
- Religious education (RE) and collective worship (CW) reinforce strongly the importance of the vision and associated values in shaping the lives of the school family daily. Rich experiences in RE are building a depth of knowledge and understanding of the Bible, Christianity and other world faiths.
- The headteacher has rightly prioritised the need for all monitoring to take place through the 'lens of the Christian vision and values'. To this end, governors' responsibilities were clarified and a monitoring timetable evolved. This was recently introduced to drive school improvement and Christian distinctiveness. However, although there is increasing rigour, this monitoring is not embedded.
- The rich and vibrant curriculum enables all pupils, regardless of ability, to shine in their own unique way. Aspirational approaches, supported through the vision and values are effectively cultivating confident young learners.

Areas for development

- Explore and extend pupils' roles as worship ambassadors supporting the spiritual life of the school. Enable them to effectively develop skills to evaluate worship, to ensure it meets the needs of their peers.
- Ensure that all monitoring activities, conducted by staff and governors take place through the 'lens of the vision and values', to effectively drive the Christian distinctiveness of the school.

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

Loxley has seen significant changes in leadership, staffing and governance over the past 18 months. The strong, Christian partnership of the executive headteacher and the headteacher has brought stability and direction. This is evidenced across the federation and at school level. The growing sense of unity with everyone sharing a common purpose is harnessed and strengthened through networking, that is now flourishing. There is a synergy and a sense of 'being better together' creating green shoots of success. The headteacher effectively drives the Loxley school 'team' through the recently launched vision. Rooted in Jesus' teaching from the Parable of Christ the Sower, it provides good ground for the children to flourish as confident young learners. The challenge, inspired by John 13:15, successfully invites everyone to follow the example that has been set by Jesus. To celebrate each individual's commitment to the vision the school created a large mosaic depicting the parable. This greets visitors as they enter the school to proclaim its biblical roots and Christian foundation. Pupils and their families are at the heart of all that is done. Everyone is treated equally as a unique child of God, to be tended and nurtured. Care for the individual is enhanced through the size of the school and the aspirational approaches fostered. Teachers and teaching assistants know each pupil's needs and address them through targeted support. Relationships flourish, fed through cultivating Christian values of hope, joy, community, peace, dignity and wisdom. The school council share that, 'the school is about helping others. It's not only that it is small, it's about the caring joyful people that share kindness.' 'Catch me cards' are signed to celebrate pupils displaying the Christian values. Positivity and praise, reinforced through the vision and values, permeates all aspects of school life. The rich, vibrant curriculum facilitates visits, visitors and extra-curricular activities to appeal to each pupil. The small numbers allow the whole school to visit places such as the Mechanical, Art and Design (MAD) museum. In addition, to rise to the 'Blue Peter Challenge' to reduce the use of plastic in our lives. Alternatively, to become pen-pals through their international link with a school in Ghana. Individuals shine, in their own unique way, aspiring as learners with no limits being set. Consequently, pupils and staff enjoy coming to school. Behaviour is of the highest standard and pupils feel safe and attend well. Staff are supported in maintaining a healthy work-life balance. 'The headteacher understands the demands of a small school. We wear many hats and she leads by example sharing the workload.' As a result, there is a strong sense of harmony, nurtured through the focus on sustaining good mental health.

Parents appreciate the unique provision offered by this caring, Christian school. They choose it for the personalised learning approaches, tailored to fit the needs of their children. 'The vision and values ensure all are welcome and the pastoral care for pupils and parents is making a difference to families.' Consequently, many parents travel considerable distances to bring their children to school. A high percentage of pupils enter displaying additional needs. Many have had little success in their previous education. Flexi-schooling is one way reluctant attendees are re-introduced to learning with other children, within a school setting. Success in this field, has led Loxley to become a guiding light for other schools locally and nationally. Leaders quickly identify and target intervention and support to address individual need. Teaching is tailored, through vertical grouping and other strategies, to challenge the most able, whilst supporting the most vulnerable. As a result, all pupils flourish as successful learners.

Links with the Church are very strong. The vicar has only been in place for a short time. However, his unique style of worship and sense of fun enriches the school's spiritual life. He leads school worship fortnightly and special services in Church, which celebrate the Christian calendar. Through these experiences, pupils are extending their learning about Anglican traditions. The quality of daily collective worship is exceptional. This has been a major priority for the headteacher, who introduced reflection and mindfulness, 'to give children time during a packed day to be still and calm'. Worship experiences are rich and varied, inclusively reinforcing the importance of the vision and values. Each day begins with the school community engaging with Bible stories and singing, to praise God and follow Jesus' example. Each afternoon commences with pupils and their teachers praying and reflecting about being 'helping hands' outside of school. Their care and commitment to others less fortunate than themselves has led to social action projects. They provide books and resources for the school in Ghana and donate food regularly to the local food bank. All teachers lead worship. There is a CREW (**C**ollective **R**eligious **E**ducation **W**orship) team of pupils who plan and lead services half termly. The older pupils record worship experiences in a log. Together, these groups are supporting the spiritual life of the school. Currently, they are not engaged with evaluating worship. All pupils enjoy worship. Prayer spaces and 'altars' in each classroom highlight the importance of reflection as part of their spiritual journey. Pupils say, 'At these times I can

choose to pray and worship God. He is always with us.' These words illustrate how collective worship effectively shapes the spiritual lives of the school family.

RE is a strength of the school. It is well led and very popular. It follows the Coventry Agreed Syllabus and strongly reinforces the importance of the school's vision and values. Enquiry based approaches and rich and varied experiences challenge pupils to think deeply about a range of global religions, including an appropriate focus on Christianity. RE is rigorously monitored, by the subject leader, to ensure quality and consistency. Consequently, pupils make rapid progress, are building a depth of knowledge and learning outcomes often exceed expectations.

The headteacher has introduced systems to monitor worship and RE. She has prioritised the need for all monitoring to take place through 'the lens of the Christian vision and values'. To this end, governors responsibilities were clarified and a timetable evolved for them to engage in the process. This was recently introduced to further drive school improvement and strengthen Christian distinctiveness. However, although there is increasing rigour, systems are not yet embedded. The school and its governors are fully committed to the community they serve. Together they strive daily to live out the vision and values, following Jesus's example to love and care for others.

Executive headteacher Headteacher	Sarah Plaskitt Emma Barrick
Inspector's name and number	Marianne Phillips 586