

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shellingford Church of England Voluntary Aided Primary School

Vision

Our aim is to 'Inspire hearts and minds, building 'roots and foundation in love' (Ephesians 3:17-18), enabling everyone to become the creative, curious, spiritual individuals that God intends us to be, equipped with a love for learning and for one another, empowered to make a difference in the world.

Our school vision is underpinned by four core values: Creativity, Respect, Spirituality and Belonging.

Shellingford Church of England Voluntary Aided Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The vision and ethos of the school is deeply rooted in Christian beliefs and teachings. It is lived out by the community it serves. This is immediately apparent in the strong relationships among pupils, staff and families.
- Collective worship lies at the heart of Shellingford. It is highly valued, fully inclusive and significantly influences the spiritual life of pupils and adults. Worship is highly impactful in enabling the exploration of the school's vision.
- The school's clearly articulated understanding of spirituality enables pupils to compare and contrast their own experiences with the lives of others. The emphasis on questioning through the curriculum provides pupils with rich opportunities to reflect and wonder.
- Religious education (RE) is given high status within the school's curriculum. Leaders, including governors, have a clear strategic overview and shape it carefully for the learners at the school. This is leading to a well-balanced, rich and diverse RE curriculum enabling pupils to explore Christianity and other world faiths with confidence.
- Leaders have precisely crafted a culture in which pupils, staff and parents feel cared for and looked after. This is underpinned by the school's vision and a clear strategy for wellbeing that is rooted in love.

Development Points

- Enhance opportunities for members of the school community to engage in independent reflection beyond collective worship. This is so that adults and pupils are encouraged and supported in their personal spiritual flourishing.



Inspection Findings

The school's Christian vision to 'inspire hearts and minds, building roots and foundation in love' is being lived out. The vision is deeply embedded and rooted in everything that the school does. This is evident from entering the school and stems from compassionate servant leadership. Leaders' shaping of the vision is clearly articulated and understood by pupils and adults. It drives decision-making and frames future planning. Leaders, including governors, robust approach to the monitoring and evaluation of the vision is contributing to its effectiveness. This leads to pupils and adults flourishing personally and academically at Shellingford. As core values, respect and belonging are threaded through the school's approach to relationships which, as a consequence, are strong. Pupils and adults, including parents, are proud to be a part of the school. The outworking of the vision travels beyond the school gate through active church and neighbourhood partnerships.

Vibrant collective worship is an essential part of the life of the school. The vision and values are creatively explored and more deeply appreciated as a result of daily worship. Meticulously planned and inclusive, worship is a time for reflection, discovery and celebration. Pupils and adults look forward to the stillness and quiet it provides. This contributes to their spiritual growth. The impact of worship extends beyond the school day. For example, parents highlighted how worship provides their children with a road map of how to live their lives. The invitational and inclusive approach to worship is a strength. The spiritual flourishing that arises from it is deepened through outdoor learning that explores worship themes further. Worship is enhanced by visits to the local church to celebrate important Christian feasts and festivals. The school and church form an important mutually supportive partnership. Spiritual flourishing is further supported through the short daily 'fruits of the spirit' sessions. These planned times successfully encourage pupils to respond to a stimulus that they can see or listen to. The school's vision of inspiring hearts and minds is reinforced through these practical opportunities.

In addition to worship, well thought-out moments for spiritual development are planned throughout the school day. These are woven expertly through an engaging curriculum. This includes outdoor learning that gives pupils further opportunities to reflect on the vision and worship themes. Big questions are a key feature. Pupils of all ages are given time and space to ponder philosophical ideas and issues. This leads to rich discussions between pupils, including the more vulnerable and those with special educational needs and/or disabilities (SEND). The provision for spirituality and its impact on the lives of pupils and adults is a strength. This is because there are a variety of impactful, planned moments for spiritual development in place. However, spaces and stimuli that encourage pupils to engage in independent reflection are underdeveloped. Pupils are creative and curious. Using the outside environment to develop a sense of awe and wonder is highly effective. This leads to a deep appreciation of the world around them and God's role as a creator. School visits and extra-curricular activities such as community celebrations and sports tournaments enrich the curriculum.

The strong, lived out vision leads to vibrant partnerships with local and global communities. This is an important aspect of the school's work. The culture of justice and responsibility grows from the school's approach to empowering pupils. Links with the Bethany School in Ethiopia helps to broaden the pupils' ability to empathise. Although this partnership was established by adults, pupils identify and lead fundraising in their own classes. This results in empowering pupils to make a vision inspired difference in the world. Conversations about justice and fairness result in pupils developing their compassion towards others. For example, the February on the Floor fundraising event enabled pupils to imagine what it would be like to sleep on the floor. Shellingford has an outward-looking culture. Pupils are given regular opportunities to consider significant issues such as justice,



equality and responsibility. They discuss, reflect and, where appropriate take action. For example, pupils advocated for lower speed limits in the village. The school is actively maintaining strong partnerships with local schools, the diocese and is fully invested in its community work. The overall impact of these partnerships is to inspire hearts and minds for the good of other people.

Leaders place RE at the heart of their curriculum. It is carefully sequenced and detailed by leaders who have strong subject knowledge. They have built a rich and reflective curriculum that meets the expectations for RE in a Church school. Careful planning across year groups is leading to pupils building on key knowledge. Monitoring is rigorous and evaluated by governors. Staff take part in regularly reviewing and further developing the school's provision. When pupils revisit a particular religion, they are able to access what they have learned before. Pupils debate the 'big' questions which are woven through the RE curriculum. Consequently, they can demonstrate their learning through writing, art and discussion. Class RE journals illustrate the richness of learning and the way pupils can articulate their understanding. Pupils are rightly proud of them. Support is provided for those with SEND to ensure that pupils are able to engage in the learning. Learners are challenged and inquisitive. This extends their understanding of a range of faiths and worldviews, including Christianity.

The RE curriculum enables pupils to develop a love of learning. They have time to ponder the big questions and can respectfully express their personal ideas and beliefs with confidence. Learning outcomes demonstrate that teaching is relevant and of a high standard. As a consequence, pupils are able to develop their understanding due to the emphasis on building upon prior learning. Assessment within RE is precise and planned for by leaders. This results in pupils making sustained progress and developing a secure knowledge of different religions. Bespoke staff training is developing adults' professional knowledge and subject expertise across the school. This is culminating in better pupil outcomes and helping to further develop pupils' religious literacy.

The school successfully creates a culture rooted in love where pupils and staff are treated well. This is enabling good mental health and support. The presence of an Emotional Literacy Support Assistant (ELSA) and a therapy dog to work with the most vulnerable learners has a positive impact. It demonstrates how leaders' decision making is driven by the vision for individuals to be everything God would want them to be. Positive and caring relationships throughout the school enable adults and pupils to feel cared for and valued. The impact of the vision is evident in the way that people are looked after and treated. Adults are approachable. Pupils are kind and considerate to each other. The school's strong Christian vision and the values of respect and belonging lead to exemplary behaviour and attitudes to learning. This is echoed in discussions with parents, staff and pupils. Staff are looked after well by leaders and given the support that they need through regular check-ins. Initiatives are introduced wisely to ensure that they do not negatively impact on the wellbeing of staff. Staff work hard to foster close relationships with families, who are supported sensitively and with care.

Information

Address	Church Street, Shellingford, Farringdon, SN7 7QA		
Date	4 March 2025	URN	123222
Type of school	Voluntary Aided	No. of pupils	91
Diocese	Oxford Diocese		
Headteacher	Judith Terrell		
Chair of Governors	Jane Samways		
Inspector	Graham Shore		