

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Otterbourne Church of England Primary School | | | |
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| Address | Main Road, Otterbourne, Winchester, SO21 2EQ | | |
| Date of inspection | 29 January 2020 | Status of school | Voluntary controlled primary |
| Diocese / Methodist District | Winchester | URN | 116304 |

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| 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 | Excellent |
| Additional Judgement | The impact of collective worship | Grade | Excellent |

School context

Otterbourne is a primary school with 281 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 below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the last inspection personnel in a number of key roles have been appointed. These include the headteacher, deputy headteacher, SENCO and the religious education (RE) lead. There has also been an increase in pupil numbers which has resulted in the installation of two more classrooms.

The school's Christian vision

Otterbourne is a loving, inclusive family where our Christian values - **Trust, Respect and Determination** are recognised and developed. With God's **love**, all are encouraged to thrive. Here everyone feels valued and cared for with individual strengths recognised and nurtured. Focussed learning, creativity and risk taking underpin our curriculum.

Key findings

- The headteacher displays exceptional commitment and leadership. He is well supported by effective governors and skilled staff. Together they enable all, within this distinctly Christian community, to flourish.
- Each pupil is seen as an individual and unique in the eyes of God. This principle has led to highly effective support for pupils as well as the curriculum being tailored to meet the needs of all.
- The partnerships between the school and the church, alongside that of the local community, have been nurtured and are now remarkably strong. They provide mutual benefit for all.
- RE and collective worship play a central role in pupils' spiritual and personal development. They are both seen, by pupils and adults, as highly valued times in the school day.

Areas for development

- To develop a rigorous assessment process that enables good progress in RE to be analysed.
- To further extend opportunities for pupils to plan and lead collective worship in order for them to develop an even greater understanding of its place in their lives.

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

All members of the school community speak enthusiastically, and with deep gratitude, of the way in which the highly dedicated and passionate headteacher has improved the Christian distinctiveness of this school. He is relatively new to his post but in a short time has transformed relationships within the school and with the wider community. The school's vision has recently been rewritten and the values are now spoken of constantly. They are considered and unpicked in collective worship, as well as used in classrooms and around the school. Indeed, they have become so ingrained that all members of the school community refer to them without realising they are doing so. Throughout the school the clear, vibrant displays exude the school's Christian vision and values, demonstrating the importance of each pupil as a unique individual made by God. A line from the school's new Christian vision, 'With God's love, all are encouraged to thrive,' is known and understood by all and is being displayed throughout the school. There is no doubt that the vision and the Christian distinctiveness of the school shape the school's strategic direction. Most noticeable is the way in which adults, as well as pupils, speak of the love and care which has developed. Staff morale is extremely high, they feel valued and respected by the school's leadership. Many give practical illustrations of how the vision and values, along with the school's loving ethos has, or is, transforming their lives. The relationship between the school and the church is mutually supportive, making a real difference to the lives of pupils and adults in both the school community and in the congregation. The governing body are supportive yet challenging. They have developed robust systems for monitoring many aspects of the school to ensure it continues to move forward in delivering high quality provision, for all aspects of a child's development.

Pupils and adults within this Christian school are enabled to flourish and succeed. The importance and passion with which each individual is treated as a person unique to God is exceptional. Teachers and support staff do all they possibly can to ensure that every avenue of support is exhausted. The curriculum is tailored to meet the needs of pupils. On occasions the planning for a topic is completely rewritten for a cohort in order to ensure pupils are engaged and moving their learning forward to a deeper level. The commitment by teachers to continually improve the experiences and learning for each pupil is admirable. The school is lucky enough to have some superb outside facilities and these are carefully and thoughtfully used to enhance pupils experiences. Outdoor learning is encouraged and has enabled pupils from across the school to have a superb understanding of the natural world. The school community has developed its understanding of spirituality and teachers and pupils alike find opportunities to add to their spiritual journey. This is particularly prevalent, although not in any way confined to, the outside space. All teachers are acutely aware of the need to stop and take a moment, to pause when things happen in the life of the school, to recognise time for themselves and others, as well as recognising the beauty of God's world. The outside learning that is so much part of the school in turn leads to pupils having a strong desire to protect the earth. They show a remarkable understanding of the exploitation of the natural world, challenging actions and making suggestions.

The pupils have a variety of opportunities to be part of the school's decision making process. The most important of which is the school council. This group of elected pupils spearhead the work of supporting charities and social action projects that are suggested to them by their peers. The school has established links with a school in Uganda and this is proving mutually beneficial. Pupils speak of the school being a supportive community. They know there is always someone to support them whatever their needs, differences or difficulties. The mental health and wellbeing of pupils and adults is seen as a major priority for the school's leadership. The attitude of the leadership team to do whatever it takes to make a positive difference to someone's life is certainly lived out, leading to impressive success and compassionate care for all.

All members of the school community recognise the importance of collective worship. Pupils and adults speak with tremendous enthusiasm, giving particular examples of the way in which worship can influence their actions and decisions. Pupils effortlessly link the school's Christian vision and values to the way they and others should live their lives. Alongside the church being used at key moments throughout the year for whole school services, there are now additional worship opportunities. The exceptional partnership that has formed between the school community and the church congregation is strengthened by the headteacher and pupils regularly participating in Sunday church services. Thirty or more pupils attend, often accompanied by their

parents. The congregation and pupils relish these opportunities to be together which are clearly beneficial to all. Pupils' comments, showing their understanding of and the influence prayer and reflection have on them, are wonderful. They use the prayer and reflection spaces within classrooms, as well as the set times for prayer within the school day. Many speak of the outside environment giving them a chance to speak to God and appreciate the world he has created.

RE is led by a new leader. She has worked hard, supported by the diocese, to guarantee high quality planning is in place for each class. Through pupil conferencing, monitoring books and delivering regular training to teachers, she enables excellent teaching of this subject. Assessment of RE is at an early stage. It is clear that pupils regard this subject as particularly important. They specifically appreciate the space for discussion, to voice and develop their own ideas, alongside listening to those of others. Pupils from across the school clearly and confidently discuss their understanding of Christianity and specific Christian traditions alongside a range of world faiths.

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| Headteacher | Christopher Brooks-Martin |
| Inspector's name and number | Sally Jenkins 913 |