

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Christopher's Church of England School, Lechlade	
Address	Langford, Lechlade, GL7 3LA
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
'To be the best we can be for ourselves and others.' Illustrated by the parable the Good Samaritan (Luke 10: 25-37) showing compassion, respect and courage. We aim for all individuals to SHINE as children of God, within our ever-changing world to be the best we can be for ourselves and for others.
Key findings
• The school vision, coupled with the dedication of all staff ensure that this Church school is a transformative community. The needs of all are met, enabling them to flourish. • This is an inclusive school where the unique talents and differences of all are understood and celebrated. However, their knowledge of diversity is limited. • Partnerships between the school, families and members of the local community are highly valued. However, a broader partnership with the diocese and its schools, more generally, is in the early stages of development. • Collective worship offers pupils and adults a secure space for spiritual development, where thinking and considering the important questions of life is highly valued. • Pupils develop high levels of subject knowledge in some aspects of religious education (RE). However, opportunities to formally assess and evaluate the impact of RE are in the early stages of development.
Areas for development
• Continuing to develop the assessment and evaluation process of RE by leaders at all levels, in order to produce an in-depth picture of strengths and areas for development. • Enable pupils to study people from a range of faiths more frequently and in a greater depth. This is so that they can extend their experience of cultures and differences, enhancing their appreciation of diversity. • Strengthen partnerships with local schools and the diocese to share good practice and learn from them in order to further enrich the school's provision.

Inspection findings

St Christopher's fosters its Christian community with love. Leaders ensure the biblically underpinned vision is central to all decisions they make. This vision, based upon the parable the Good Samaritan from Luke 10: 25-37, inspires all. Pupils explain that it guides them to 'be the best they can be, for ourselves and others'. Carefully selected Christian values are shared, celebrated and regularly evaluated by the whole school community. The vision linked school values of respect and compassion have a significant impact on the flourishing of all. The school is an integral part of the local area where families are supported with wide ranging projects and provision. For example the school worked in collaboration with the church to collect donations for the local food bank. This directly supported families in need and was widely appreciated. Pupils say that they learn from staff modelling care for each other and consequently 'look after each other, especially if someone is sad.' As a result, the school is characterised by harmonious professional and personal relationships at all levels. Leaders consistently champion the school's values, rightly explaining how courage and perseverance have been integral throughout recent local and worldwide challenges. This aids the successful navigation through change and school development. The school is a proud member of the Oxford Diocesan Schools Trust (ODST). Leaders champion the benefits of this partnership. For example, it encourages the investment in staff training and support packages, to strengthen skill sets and provide much appreciated assistance. However, a broader partnership with the diocese and its schools, is in the early stages of development.

Governors champion the school vision, which directs the leaders' aspirations for the school. All decisions are made in the best interests of pupils' flourishing. During times of challenge and change, they support the school with care and diligence. Leaders ensure the curriculum is developing pupils who are honest and motivated citizens. They all have a well-established understanding of how the school's Christian vision underpins all aspects of daily life. Parents highly value the love and support that their children receive. They appreciate that staff are accessible and willing to help when needed. In many instances this has a transformative effect on families. Staff highlight the importance of the school's Christian vision and values in their own lives. They rightly describe the school as a 'caring family community.' As a result, strong bonds are formed across the whole school. Teachers work collaboratively. They draw on each other's strengths to choose, shape, plan and deliver curriculum opportunities. These aim to engender a love of learning in their pupils. As a result, all enjoy school and flourish.

The school's vision shapes the way spiritual development is promoted throughout the community. Governors describe their role to support the school as they 'promote the best in everyone'. The priority leaders give to the school vision evaluation and church linked services ensure a widespread understanding of spirituality. These effectively provide valuable opportunities for pupils and adults to reflect on themselves, others and their place in God's world. Pupils' spiritual, moral, social and cultural awareness is well developed as a result of effective provision provided. Prayer stations are utilised in and around the school, where thought and reflection takes place. The school vision inspires pupils to confidently speak up about matters of injustice. Committed support of charities is championed and celebrated. Leaders work with the school council and eco committee on all decision making, with the specific fundraising for 'Save The Children' being valued by all. Pupils explain that their Christian value of compassion compels them to support those in need of help. Together, with staff, leaders create a united school in which everyone's mental health and wellbeing is valued.

The school vision drives the effective pastoral care that wraps around all pupils and adults in school. It inspires decisions made by Leaders to nurture all in their community. Pupils with

special educational needs and/or disabilities (SEND) are well-supported. Leaders strategically allocate resources to achieve this, like funding additional targeted interventions. These are effectively evaluated and constantly reviewed with families, ensuring that all pupils can flourish. Fostering links with the local community, both with the local church and beyond, is highly valued by all. As a result, the school's inclusive nature ensures that all are welcomed and celebrated. Parents express their gratitude to school leaders and their staff for their dedication to their children. Pupils articulately highlight their views on the value of every person. Local and worldwide problems are recognised and discussed. Pupils cite their school's vision linked to the value of respect as an inspiration to how they treat others. Consequently, forgiveness and reconciliation is championed. This is also promoted in the school's behaviour policies restorative approach. As a result, appreciative and well-rounded individuals are developed, with harmonious relationships clearly evident.

The school's vision steers invitational collective worship. It is inclusive, ensuring the key Christian messages permeate all aspects of school life. Pupils and adults are inspired and able to talk about the Christian values that underpin it. Bible stories illustrating the school's vision linked values provide the worship themes. Pupils have significant opportunities to lead worship. Originally this was inspired by the 'worship team', but peers of all ages now have the chance to contribute. Pupils are invited to explore the impact of worship on their lives and how they can reflect them in their behaviours. Christian traditions are clearly visible throughout the school, with pupils able to articulate the Christian belief in God as three in one. Strong links with the local church ensures special services, such as harvest, are appreciated by all. This has a positive influence on the school community and beyond.

RE has a prominent place within the curriculum and is propelled by the school vision. Leaders successfully weave together the teaching of worldwide faiths and beliefs with additional high quality learning resources. The curriculum effectively promotes enjoyment and opportunities for pupils to express their philosophical and theological understanding. The school cultivates pupils who appreciate that the world is a diverse place. As a result, they recognise and are respectful of differences. However, pupils are not consistently provided with rich learning experiences of wider worldviews. There is a lack of visits from alternative faith leaders or to other religious places of worship. As a result, their understanding of difference and diversity is less well developed.

	The effectiveness of RE is		Good	
	RE is well planned and led. Effective learning objectives, framed as 'big questions', invite thoughtful responses. Teaching is consistently good, with pupils making good progress with their RE learning. Pupils enjoy RE and achieve well. The evaluation of RE assessment is in the early stages of development. Consequently, opportunities for leaders at all levels to identify areas of strength and development in the subject are missed.			
Information				
School	St Christopher's Church of England School, Lechlade	Inspection date	3 March 2023	
URN	141816	VC/VA/Academy	Academy	
Diocese/District	Oxford	Pupils on roll	130	
MAT/Federation	Oxford Diocesan Schools Trust			
Headteacher	Rachel Veeder			
Chair of Governors	Joanne Thompson and Suzanne Emery			
Inspector	David Scorer	No.	841	