



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Ogbourne St George & St Andrew Church of England VC Primary School

High Street  
Ogbourne St George  
Marlborough  
Wiltshire SN8 1SU

**Previous SIAMS grade: Outstanding**

**Diocese: Salisbury**

Local authority: Wiltshire

Dates of inspection: 5 December 2014

Date of last inspection: 11 December 2009

School's unique reference number: 126347

Headteacher: Anne Normington      Inspector's name and number: Andrew Rickett 201

#### School context

Ogbourne St George & St Andrew is a smaller than average rural primary school with 86 children on roll. The large majority of children are of a white British heritage from varied socio-economic backgrounds some with a low deprivation factor. The number of children with learning needs and/or disabilities is below the national average as is the proportion eligible for the pupil premium. Attendance is broadly in line with the national average. The school is in the process of entering into a multi-academy trust.

#### The distinctiveness and effectiveness of Ogbourne St George & St Andrew Church of England Primary School as a Church of England school are good

- Explicit Christian values make a significant impact on the children's wellbeing and learning.
- Acts of worship are an important part of the school day because they promote the school's Christian values.
- The integrity of the process through which the leadership and management evaluate the impact of the Christian ethos.

#### Areas to improve

- Develop spirituality through collective worship by greater opportunities for child-centred experiences which allow them to explore concepts at a deeper level of understanding.
- Develop the effectiveness of the monitoring and evaluation of acts of worship to ensure that all members of the school community are included in gathering evidence of its impact on the lives of children.
- Ensure that the recently appointed members of the leadership and management, including governors, develop their skills to effectively evaluate as a church school.

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

The ethos of the school is rooted in a set of four core values that have explicit roots in Christian teaching. Children have an excellent understanding that each of these values is underpinned by stories that Jesus taught and how they have relevance in their lives today. More than this, children explain with great clarity how each of their values link to the other because it is only when they work together 'that they have a real impact'. Children are able to do this because they have a rich vocabulary through which they explore a deeper meaning to these values. For example, very young children explain how integrity is about honesty and truth and 'finding the right path'. Older children talk with considerable confidence and maturity about how this integrity is linked to respect and friendship and that to achieve all of these requires effort. Friendship, integrity, respect and effort (FIRE) underpin all relationships in the school which are excellent. The link between FIRE and a candle representing Jesus as the light of the world ensures that children's spirituality is developed through the many opportunities for them to reflect both in lessons and through the prayer corners in each classroom. In lessons, children are encouraged to ask questions of meaning and purpose and they engage in them with keen enthusiasm. This approach to learning contributes to the children's academic achievement which current data suggests is at least in line with national expectations. Religious education (RE) makes an important contribution to the development of children's spirituality through the exploration of difficult concepts of faith and belief. The explicitly Christian nature of the core values is explored in RE as well as ensuring that the study of other world faiths looks at the universal nature of these values. Children engage in discussion about all faiths with considerable respect and use their knowledge and integrity to develop their understanding of other cultures. In this way, and through the opportunities to explore issues in discussion, children have a clear sense of the moral choices involved in making decisions. The provision for their social, moral, spiritual and cultural development, and the impact this has on the children's understanding of how they can lead their lives, are excellent.

### **The impact of collective worship on the school community is good**

Collective worship is a special time in the school day and one which children recognise as being an important aspect that makes a church school. Acts of worship are distinctively Christian in their character with a strong emphasis on teaching from the Bible that helps children understand how stories can give them a deeper understanding of values. The use of the 'Values for Life' material as the basis for worship planning means that there is a clear programme of themes which is supplemented by teaching about major festivals in the church year. The values children learn about in worship are important to them as they can make the connection between what they learn and their own lives. For example, when talking about compassion, children are able to explain how learning about that in worship has encouraged them to help others both in the life of the school and in their charitable work. Collective worship has a strong focus on prayer and children have a good understanding of its meaning and purpose. They articulate clearly how talking to God can bring peace or confidence. Prayer therefore makes a good contribution to the children's spiritual development. The opportunities for children to be at the centre of exploring a wider range of difficult concepts in worship to develop a personal spirituality have not yet been fully realised. Collective worship makes a good contribution to the development of the children's understanding of the Trinity. They talk with confidence about God as Father and Jesus as Son and explain how difficult it can be to put into words what the Holy Spirit is. Children respond well in worship and participate with enthusiasm when asked questions. They show an appropriate respect for prayer and sing with vigour. There are fewer opportunities for children to be involved in the planning and leadership of worship although a recent survey of the children's views has identified certain ways that this could move forward. The school is moving forward in how it monitors and evaluates the impact of worship. Children's views have been sought although the emphasis has been more on provision rather than its impact. The views of the wider school community have yet to be part of the monitoring of worship.

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

The headteacher has a clear understanding of how the school's distinctively Christian values make a difference to the wellbeing and learning of the children. Her leadership reflects the school's core values and is exemplified by the integrity with which she approaches self-evaluation as a church school and models the values throughout the whole school community. The leaders and managers, including governors have effective procedures in place to monitor RE and collective worship. These systems ensure that governors linked to these areas meet with staff to monitor progress in the priorities for RE and collective worship that are integral part of school development planning. Governors have a good awareness of this progress and the areas that still need to be addressed to take them forward. The leader for RE and worship is relatively new to the post as is the foundation governor with responsibility for monitoring RE. They are both enthusiastic and developing their understanding of what their roles entail. Their skills to effectively monitor and evaluate, and those of all governors to challenge, have not yet been fully acquired. The school has beneficial links with local churches in the surrounding villages and a wide range of clergy and members of local church communities support the school through collective worship. The rector has re-joined the governing body following a break of two years during which time he has maintained his relationship the school as an integral part of the worshipping life of the school. He leads a team who deliver acts of worship and is involved in the celebration of Christian festivals by the school at the local church. The creation of a programme of continuing development as a church school, facilitated by the diocese with a cluster of local schools, is a good example of the school's commitment to ongoing development as a church school. The school meets statutory for RE and collective worship.

SIAMS report December 2014 Ogbourne St George & St Andrew CE VC Primary School Marlborough  
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