



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Batt Church of England Primary School	
Address	Corn Street, Witney, OX28 6DY
School vision	
<p>Love Everyone, Love the Adventure of Learning</p> <p>The Batt is an inclusive and nurturing school, guided by Christ’s teaching on love through the parable of the Good Samaritan. We enable everyone in our community to flourish by encouraging supportive friendships, respect for self and others and perseverance in all things. This develops a life-long love of learning and commitment to service.</p> <p>‘Love your neighbour, as you love yourself’ Luke 10:27</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Guided by the parable of the Good Samaritan, leaders at all levels serve their school with love and respect. They have created an ‘adventurous’ learning community fronted by the school’s vision.</li> <li>• Partnership with the local church is robust and caring. Through its deployment of a school chaplain, it is particularly supportive of pupils’ emotional and spiritual welfare.</li> <li>• Adults’ deep care for vulnerable pupils and their families is inspired by the school’s vision. It creates a safe place for those who face challenges in their lives and learning.</li> <li>• The curriculum is broad, stimulating, and inclusive. As a result, pupils develop a love of learning, reflective of the school’s vision.</li> <li>• Cohesive and professional relationships readily exemplify the vision. This cultivates a harmonious place for pupils and adults to live and learn well together.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Further enrich pupils' experience and understanding of a range of religions and worldviews. This is to ensure they develop the understanding and skills to become thoughtful and successful citizens.</li> <li>• Create robust systems for leaders to evaluate the impact of religious education (RE) and collective worship that explicitly informs development in these areas.</li> <li>• Embed a shared language around spirituality so that staff plan for spiritual development with more confidence.</li> </ul>	
Inspection findings	
<p>The Batt Church of England Primary School is a member of the Oxford Diocesan Schools Trust. The Trust’s vision, 'to serve the common good', complements the school’s intentions well. Furthermore, the school benefits from a highly successful partnership with an additional Trust school. The schools pool expertise to the benefit of both establishments. Most notable is the shared leadership team and strong school governance. Guided by the parable of the Good Samaritan, school leaders at all levels</p>	



serve their community with love and respect. This creates an environment that allows pupils and adults to embark on a life-long love of learning. Local clergy are regular and welcomed friends of the school. They support governance, RE, and collective worship. They are available for pastoral care and practical support when needs arise. Their demonstration of love exemplifies the vision. For example, the church has engaged a chaplain for the benefit of staff and pupils. She visits the school twice a week to support pupils' emotional wellbeing and spiritual welfare. Leaders, at all levels, collaborate closely with representatives of the diocese. Consequently, they have a sound understanding of current thinking in Church school education.

The school's curriculum is broad and stimulating. It is regularly reviewed to ensure it focuses on the 'adventure of learning,' alongside a clear progression of knowledge and skills. It is complemented by specialist teachers who are invited into school, and off-site trips that extend learning. For example, visiting storytellers, using drama-based activities, create exciting literacy experiences. Likewise, re-enactment of Roman battles during history field trips enhances pupils' learning. They talk with enthusiasm about these occasions. Their experience is further enhanced by adults who consciously strive to meet learners' individual needs. In this way staff keenly demonstrate the vision's emphasis on inclusivity and nurture. Consequently, pupils are well supported to fulfil their potential. The curriculum is complemented by a wealth of enrichment experiences that extend opportunities offered to pupils. These include music and sport festivals, charity themed days, and outside learning. As a result, pupils' self-confidence, wellbeing, and love of learning flourishes. The school has a shared understanding of spirituality which is spontaneously expressed within the curriculum throughout the school day. However, whilst staff and leaders recognise spirituality shapes life at school, there is no common language to express this. This limits the extent that pupils' spiritual growth can be planned, and its impact across the curriculum evaluated.

Collective worship is a focal point of the school day and central to the promotion of the school's vision. For example, by focusing on the story of the Good Samaritan, pupils are equipped to develop positive, nurturing relationships. Worship strikes a successful balance between achieving inclusion and maintaining Christian distinctiveness. It respects other faiths and worldviews whilst remaining confident of its own position. This creates a sense of community and belonging, without compromising personal beliefs. Worship is enhanced by the dedicated support of local clergy who regularly lead, and support others in leading, worship. Governors recognise that worship promotes pupils' spiritual growth. However, their evaluation of the impact of collective worship on spiritual development is not well established. Alongside daily collective worship, contemplative practices are built into school life. These include 'cups of calm', a resource that equips pupils with effective tools and strategies to manage their emotions. Through using the techniques taught, they learn effective and positive self-regulation skills.

Pupils enthusiastically share how they can help others. From befriending those in the playground to supporting global causes, they are keen to convey the school's vision to everyone. Their understanding of the Good Samaritan helps them show a sincere empathy for others. The school has participated in projects that encourage this outlook. One prominent example is its engagement with the 'Global Neighbours' scheme. This link has allowed pupils to consider similarities and differences between themselves and children in other parts of the world. In addition, the global ethical issues raised, such as plastic pollution, are addressed through the school's curriculum. These opportunities help pupils recognise that their actions can effect change. Consequently, they are learning to 'love their neighbour' in different circumstances and to develop an age-related concern for the wider world.

Parents rightly agree that the school's consideration of pupils' emotional wellbeing and mental health aids them and their children. This is achieved through proficient, committed staff who work hard to ensure pupils receive effective pastoral care. The school promotes the belief that everyone is

unique. It celebrates the individual, encourages respect, and promotes inclusivity. For example, the creation of a designated room, known as ‘the snug’, is a haven for those experiencing social and emotional challenges. Likewise, ‘the hive’, is a welcoming environment for those who need additional educational support. Consequently, pupils are given appropriate experiences that promote a love of learning. In addition, the school’s restorative approach to behaviour management is underpinned by supportive friendships and thus is driven by its vision. This attitude helps build a harmonious environment where pupils live and learn together well. As a result, behaviour is good, and any issues are dealt with effectively and promptly.

RE reinforces the significance of the school’s vision. Pupils enjoy the subject and talk about their learning with warmth. To ensure continued improvement, the Trust supports school leaders as they develop RE. As a result, staff are utilising diocesan assistance to design a new curriculum that reflects the school’s context. This curriculum provides a safe space for pupils to explore their own beliefs and develop their respect of others. Additionally, a new approach to self-assessment enables them to reflect on their learning. For example, they recognise their progress through comparing their earlier learning with their present understanding. This develops pupils’ independence and builds their self-confidence, perseverance, and love of learning, in accordance with the vision. Trips to the local church reinforce pupils understanding of the impact that Christianity has on worshippers. However, similar practical opportunities to engage with people and places linked to other worldviews and faiths are less developed. This limits pupils’ knowledge and understanding of major world religions and worldviews and their impact on society and culture. Newly reformed teacher assessment of RE is used to develop the quality of teaching and learning. Additionally, it informs the planning of future lessons. Appropriate adaptations ensure all pupils have opportunities to flourish. However, governors’ evaluation of the impact of RE is at an early stage. This limits their ability to recognise or challenge pupils’ academic and spiritual growth.

The attitudes and actions of this school readily reflect the love, compassion and service found in the story of the Good Samaritan. It is a community where everyone is encouraged to flourish.

The inspection findings indicate that The Batt Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	29 April 2024	URN	142377
VC/VA/Academy	Academy	Pupils on roll	326
Diocese	Oxford		
MAT/Federation	Oxford Diocesan Schools Trust		
Executive Head	Debbie Seccull Katy Harding-Jones (Head of School)		
Chair	Jeremy Lasman		
Inspector	Delia Sheppard	No.	942