



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

Hailey CofE Primary School	
Address	Main Road, Nr Witney, OX29 9UB

School vision
<p>We aspire to be a thriving school where the whole community can flourish as individuals. We want everyone to be lifelong resilient learners who believe in themselves, achieve their potential and make a positive contribution as global citizens. Our aim is to create a nurturing environment that embraces diversity and enables everyone to demonstrate love, compassion and respect.</p> <p>1 Corinthians 16:14 – Let all that you do be done in love. Learn, Achieve, Grow Believe</p>
School strengths
<ul style="list-style-type: none"> <li>• Pupils are nourished and well-supported within a culture of love, compassion and respect that grows from the Christian vision. Leaders consistently live out these associated values as strong role models to the whole school community.</li> <li>• A stimulating and ambitious curriculum enables pupils to take their place in the world as resilient learners. The vision empowers them to act for good causes with a wide range of communities.</li> <li>• Pupils' behaviour is exceptional. A nurturing and encouraging environment built upon the Christian vision ensures that everyone is loved and treated well.</li> <li>• Inclusive worship invites those present to reflect on a wide range of inspiring themes and contributes highly to spiritual development. Partnerships with the local church team enhance school life and add to the strong sense of community that permeates Hailey.</li> <li>• Religious education (RE) has a high profile and is thoroughly enjoyed by pupils. The curriculum is expertly crafted to develop the exploration of diverse religious beliefs and worldviews.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop a shared understanding of spirituality, so that a common language is used by staff. This is to further enhance experiences of spiritual flourishing for pupils and adults.</li> </ul>
Inspection findings
<p>Leaders have created a vision, coupled with three associated values, which is deeply embedded into the life of the school. Hailey's Christian foundation is lived out by leaders at all levels. They are ambitious for every pupil and member of staff. Consequently, actions are born from 'Learn, Achieve, Grow, Believe.' Members of the community articulate the biblical roots of the vision with clarity. Governors utilise a robust system to monitor these plans. They visit regularly to see the vision in action. Additionally, school leaders deploy a well-established system to evaluate its impact. Regular pupil interviews, surveys and work scrutiny contribute to the information leaders draw upon to evaluate Hailey's effectiveness. Together, leaders have an accurate picture of the many strengths as</p>

a Church school. Pastoral support offered by the diocese provides encouragement for school leaders. Hailey enables pupils and adults to flourish because action plans, policies and procedures are firmly rooted in the vision. This gives staff a consistent approach across the school.

Taking account of the almost monocultural context, leaders have sensitively crafted an ambitious and diverse curriculum. Pupils embrace and learn about difference across many subjects such as a topic on Maafa enslavement taught in the oldest class. This ensures that they learn about challenging historical issues of injustice and the treatment of others today. This impacts on the positive sense of acceptance which permeates through the school. Teachers strive for pupils to be inquisitive and seek every opportunity for them to ask questions. The curriculum empowers pupils to be lifelong resilient learners. They articulate what helps to prepare them for the next stage in their education. Curriculum choice and design are purposely made to showcase cultural diversity. Hailey's curriculum is rich with opportunities to grow spiritually. For example, moments of stillness and reflection in lessons enable them to ponder questions. Whilst such opportunities are plentiful, the school lacks a shared understanding of spirituality. This means that, occasionally, there are missed opportunities to enhance the way pupils flourish spiritually.

Collective worship is planned by leaders to explore Hailey's vision and values. Christian festivals are woven throughout the schedule. Plans are shared with clergy and others who lead acts of worship. Pupils develop an impressive knowledge of Bible stories and the teachings of Jesus. The parable of the Good Samaritan is known as the 'School Story'. Everyone knows the meaning and messages of this story, which is made relevant for today. Consequently, they live out the vision and associated values making connections to this parable and other biblical sources. This contributes to the genuine curiosity that pupils have for exploring themes within Christianity and the impact on their lives. Clergy and youth workers from the local parish enrich provision by leading regular acts of worship in differing styles. Accumulatively, collective worship offers bountiful opportunities for spiritual nourishment. Pupils regularly offer thoughtful suggestions for invitational prayer. Many of the themes explored inspire those present. For example, exploring UNICEF's rights of the child allows people to reflect on their wants and needs. Worship is a vehicle for developing understanding of deprivation and calling people to action to tackle injustice in the world. Pupils are inspired by worship to live out Christian values of love, compassion and respect in many aspects of life. Moments of quiet and stillness are woven into parts of the school day. For example, younger children are absorbed in reflection times during forest school sessions to be thankful for God's creation. Such initiatives and opportunities are plentiful and contribute positively to the spiritual growth of everyone at Hailey.

The highly nurturing environment ensures that pupil's behaviour is exemplary. They say that bullying does not occur, and parents rightly praise the positive behaviour policies and procedures that are applied. Forgiveness and reconciliation are the hallmarks of this approach. A buddy system between older and younger pupils ensures the whole school community work together and treat each other well. Those considered to be vulnerable are exceptionally well-supported and flourish in this thriving setting. Time for nurture and strong relationships between peers are at the heart of this success. Those joining Hailey from other schools are welcomed and settle quickly in this happy place. An effective culture that promotes and instils good mental health and wellbeing is garnered for the benefit of all. Intervention is readily available from highly skilled adults who ensure no one is left out. Each pupil is known and valued as the unique person they are by every member of staff. Subsequently, when times are difficult, everyone pulls together to support one another.

Leaders ensure that pupils develop an understanding of their place in the world. This encourages them to act for good causes and engage in projects of social justice. Charitable works are undertaken keenly to make a difference to others. The curriculum is developed for pupils to learn about plastic pollution, deforestation and other issues associated with climate change. Such

projects are reflective and often focus on what they can do to make a difference to others. Continually, pupils take the initiative to champion good causes out of school. Many are passionate about protecting the environment. A strong culture which encourages justice permeates Hailey. Fairtrade is woven into the curriculum and upheld across the school. The accumulation of these approaches is that pupils learn to become agents for positive change.

RE has a high profile within the school and is a priority for leaders. The headteacher is the subject leader and ensures that Hailey's RE curriculum is thought-provoking and challenging. Coverage is well-balanced between world religions and enables older pupils to investigate worldviews. As a result, all thrive in exciting and stimulating lessons focused on exploring big questions. The curriculum looks at Christianity as a global faith and makes connections between the vision and the learning taking place. Lessons are well-sequenced and RE days are used to discover content in considerable detail. Pupils report that the use of debate, drama and visitors enriches the curriculum. For example, recent learning about the importance of the Qur'an to Muslims, enabled pupils to ask and explore their questions. Class big books are enhanced by pupil's contributions on what they have learnt in each unit of work. RE enables pupils to think deeply and empowers them to ask theological questions of adults. The subject is well-resourced, and clergy are called upon to support learning about Christianity. The subject leader contributes to the review of the local RE curriculum which impacts other schools in addition to Hailey. Training is cascaded to teachers so that developments are swiftly implemented.

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

Information			
Inspection date	11 December 2023	URN	123108
VC/VA/Academy	Voluntary controlled	Pupils on roll	97
Diocese	Oxford		
MAT/Federation			
Headteacher	Debbie Davies		
Chair	Steve Alman		
Inspector	Toby Long	No.	896