



Statutory Inspection of Anglican and Methodist Schools (SIAMS) DRAFT

Orleton Church of England VC Primary School	
Address	Orleton, Ludlow, SY8 4HQ
School vision	
'Be on your guard; stand firm in the faith; be courageous; be strong. Do everything in love.' - 1 Corinthians 16: 13-14.	
School strengths	
<ul style="list-style-type: none"> • A clear, distinctively Christian vision, known and shared by all is central to driving the direction of the school. This heartbeat ensures leaders at all levels are relentless in their approach to ensure that pupils and adults flourish. • Pupils and adults are respected and valued for who they are. All are loved and understood as individuals and this enables them to flourish. • Collective worship highlights the vision and is an important aspect of the school day. Through it pupils and adults have time to reflect on how they impact one another. Because of this they grow spirituality. • School links with the local churches are strong. The mutual relationship provides opportunities for effective collaboration. This supports pupils and adults to grow as individuals who care for one another. • Religious education (RE) provides a safe space for pupils to share their ideas. They articulate their thoughts well and respect the views of others. 	
Areas for development	
<ul style="list-style-type: none"> • Extend opportunities for leaders at all levels to monitor and explicitly report on the impact of the school's vision. • Deepen pupils understanding of courageous advocacy so that they have more opportunities to be empowered in being agents for change. • Further explore the opportunities for pupils to strengthen their knowledge of religious and non-religious worldviews. This is so they have a deeper understanding of the impact of religious practices and concepts on the life of a believer. 	
Inspection findings	
<p>Orleton Primary School is a place that is characterised through love. The distinctively Christian vision, 'Do everything in love', rooted in 1 Corinthians 16:13-14, is the heartbeat that sustains this community. Articulated with enthusiasm and clarity by all, it is used by leaders at all levels to drive their strategic decisions. This creates an environment where staff are relentless in their desire to nurture each person as an individual known by God. As a result, pupils and adults grow, flourishing as individuals.</p> <p>An effective and supportive governing body ensures that the vision brings clarity to their decision</p>	

making. They have a clear understanding of the Christian nature of the vision and how this enables flourishing within the community. Through challenges, governors look to the vision to ensure that the right decision is made. They monitor all aspects of the school. However, some aspects do not explicitly explore the impact of the school's vision.

Through a curriculum rooted in the vision, carefully chosen content supports pupils in gaining a love for learning. They are deeply challenged in what they think, which enables them to have the courage to take risks. Pupils are empowered to ask questions supporting them to have faith in themselves. Leaders ensure that the curriculum is tailored to the needs of all. As a result, pupils are not embarrassed if they need additional support and work hard to reach their full potential. This is because adults are motivated to ensure that everything is done in love for the best of the children. This is further developed through opportunities for music, plays and additional sports. Spirituality is intrinsically linked to the curriculum. The school understands this to be 'an awareness of something bigger than yourself'. Pupils grow by reflecting on their learning. For example, in history they reflect on how life has changed. Through this, pupils develop curiosity about the world around them. This has created a culture where they feel that they belong. This in turn develops confidence and supports their spiritual growth.

Collective worship is an important part of the school day. Its inclusive nature ensures that, regardless of faith, all can grow in what they believe. Through careful planning pupils explore the vision through a range of biblical stories. This enables all to have the opportunity to reflect on their values. This in turn has a positive impact on how they behave within the school. Pupils write their own prayers that are used during worship. Opportunities for reflection extend into school life. For example, places for stillness in the playground, including a memorial garden and trail based on the 10 Commandments, are available to all. This is because leaders recognise the importance for space and solitude in a busy day, which supports spiritual development.

The school is supported by two local churches that enables pupils and adults to thrive. This is evident through collective worship and RE lesson collaboration. School and church have supported one another on a variety of projects. These include creating gardens in the local graveyard and working together to collate the history of the area. This has enabled pupils to gain a sense of their identity in the community. Additional projects, such as 'Threads through Creation', have enabled them to gain a deeper understanding of prayer and how we look after God's creation.

Pupils behave well and treat one another with dignity and respect. This is because they have a clear understanding of the vision and values. Pupils are challenged to 'do everything in love'. This motivates them to care for one another. Pupils demonstrate how they show love by helping younger children who are lonely in school.

The mental health and well-being of all is a priority in the school. Staff value the care that is shown towards them by leaders. This is exemplified through their understanding of staff workload and the introduction of team building days. Furthermore, as a key outworking of 'let everything be done in love', the school has developed its own counselling service. The counsellor works with anyone in the community when needed to ensure that they are nurtured and cared for. As a result, pupils and adults flourish.

There is a clear sense of justice within the school. This is particularly evident in the way that staff support pupils with Special Educational Needs and/or Disabilities (SEND). Doing everything through love ensures a place for any complex needs when other schools have turned them down. Leaders are relentless in ensuring that each pupil is treated as an individual. As a result, they flourish to be the best they can be. Staff work in harmony to ensure that pupils who need a little extra help get support tailored to their needs. This is because they are relentless in ensuring each individual in the

school achieves their full potential. Pupils also have an understanding of justice. For example, they created Christmas cards for people in the community who were lonely. Pupils regularly engage in fundraising and suggest charities that can be supported. For example, raising money for Children in Need and collecting food for the local Foodbank. However, opportunities for them to take a more active role in leading projects to be agents of change are more limited.

RE creates a safe space for pupils to discuss their understanding about religious and non-religious worldviews. They share their ideas articulately and respect the views of others. Through the curriculum, pupils reflect on how their learning demonstrates their vision. RE is led well and leaders are honest and accurate with their self-evaluation. Planning follows the local syllabus and has been arranged to suit the needs of the school. Pupils gain an understanding of key aspects within RE. However, their depth of knowledge around the impact of religious and non-religious concepts is not as well developed.

Orleton School community is a 'loving family' where all are cared for and supported to flourish.

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

Information			
Inspection date	8 February 2024	URN	116836
VC/VA/Academy	Voluntary controlled	Pupils on roll	171
Diocese	Hereford		
MAT/Federation			
Executive Headteacher	Adam Breakwell		
Chair	Sallie Peacock		
Inspector	Duncan Hutchison	No.	2119