

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Overton Church of England VC Primary School	
Address	Court Drove, Overton, RG25 3ES
School vision	
<p>Our vision is 'Excellence for all.' Through our core Christian values of Love, Hope and Faith, everyone is nurtured and challenged to be the best they can be. These values are shared by the staff, governors and children and affect all that we do and how we do it. All adults who work in our school mirror our expectations and ethos. Our core Christian values underpin the distinctiveness of our school and engender a special sense of community, where everyone is cared for, listened to and appreciated. At Overton Church of England Primary School, we continually strive to improve the provision for our children and to develop strong, caring relationships so they can flourish.</p> <p>'And now these three remain: faith, hope and love. but the greatest of these is love.'</p> <p>1 Corinthians 13:13</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision is articulated through an established set of values. Pupils and adults are nurtured and challenged to achieve their best. • The ambitious curriculum is shaped by the vision. Pupils flourish as a result of rich experiences and are encouraged to be resilient. • Collective worship is a cherished time for gathering together. Engaging stories, reflections and prayers provide moments to be spiritual. • Leaders prioritise the wellbeing of pupils and staff. Relationships are strong and pupils behave well towards one another. The vision enables pupils to develop a strong sense of self belief. • Pupils have a clear understanding of justice and equality. They responsibly take action to make a difference to the lives of others. 	
Areas for development	
<ul style="list-style-type: none"> • Develop a shared language for spirituality. This is to enable adults and pupils to articulate moments of awe and wonder. • Broaden partnerships to enrich the teaching of religious education (RE). This is to deepen pupils' knowledge of the impact of religious practice and beliefs upon individuals. 	
Inspection findings	
<p>Overton Church of England Primary School provides pupils with a safe and aspirational community. Leaders are devoted to creating a loving culture that promotes excellence. They effectively model the Christian vision through an established set of values. As a result, these are clearly understood and articulated by staff and pupils alike. Older pupils explain the vision through their child friendly leaflet. This highlights the caring and hope-filled school community. Governors know the school well. They are proactive and hold leaders to account while providing valuable support. Leaders are</p>	

inspired by the vision of the school. This effectively guides their strategic decision-making.

Leaders skilfully form a curriculum that enables pupils to broaden their knowledge of the world. Teachers effectively prioritise engaging, research-based learning activities. These challenge the pupils to be aspirational. They ably foster moments for dialogue within a range of subjects. As a result, pupils are confident enough to share their learning. Adults are driven by the vision to provide pupils with life skills alongside academic success. For example, the school's 'Junior Duke' program challenges those taking part to develop new skills. Dedicated adults carefully plan support for pupils with special educational needs and/or disabilities (SEND). Guided by the intentions of the vision, they create an inclusive and calming environment. Leaders ensure that resources are directed appropriately, supporting the most vulnerable to flourish alongside their peers. All achievements are celebrated, enabling pupils to achieve their personal best. Sensitive partnerships with families facilitate access to specialist agencies. Governors act as effective critical friends because leaders share the impact of the vision within the curriculum. Although adults skilfully plan a rich variety of activities, pupils are not able to describe spiritual experiences. This is because there is not a clearly understood language to frame such discussions.

Leaders thoughtfully plan worship so that the school community experiences a rich variety of styles. Times for the whole school to gather together are cherished by adults and pupils. This is because they provide moments for prayer and spiritual growth. Adults leading worship sensitively enable those of a variety of faiths or none to feel respected. Pupil worship ambassadors are proud to lead their peers in prayer. The school's relationship with the local church is strong. Local clergy provide valued pastoral support. Pupils and adults clearly treasure visits to the church and cathedral for significant services. Visits by church volunteers extend the pupils' knowledge and love of biblical stories. Reflective areas across the school effectively reinforce the vision and values. These spaces ensure that class worship consistently follows the whole school approach. However, as interactive areas, they have a limited impact on pupils' spiritual growth. The school fountain provides a well-intentioned opportunity for pupils to leave a worry for God, but it is not clear how accessible this is for all.

Staff are deeply committed to enhancing the wellbeing of pupils. Adults ably utilise specialist activities that support emotional regulation and build confidence. They sensitively nurture the most vulnerable pupils to improve challenges such as attendance. Pupils behave well towards each other because they live out their values. Older pupils create games for younger members of the community, acting as important role models. Wellbeing ambassadors are passionate about promoting mental health among their peers. For example, providing activity areas within each classroom. These help equip pupils with strategies to manage their feelings. Creative displays such as the 'spiral tree' celebrate things that are personally important. Pupils are provided with restorative strategies to resolve any disputes. Adults model caring professional relationships. They sensitively recognise when each other's emotional 'buckets' need replenishing. As a result, there is an environment where people know how to manage their feelings. Governors actively show their commitment to wellbeing. They provide an important listening ear alongside more social events. Staff are clearly trusted and encouraged to share their skills with each other. Consequently, there is an established and dedicated team. Leaders have a strong commitment to providing training. This enables adults to feel confident and develop professionally.

Older pupils demonstrate a deep understanding of justice and the need for equality. They speak knowledgeably about parts of the world where injustice exists. Within school, eco ambassadors creatively work to maintain the environment through litter picking and monitoring electricity usage. Their initiative to swap Christmas jumpers thoughtfully addresses reusing clothing while helping others. Courageous advocacy ambassadors encourage pupils to make a difference to the lives of others. Their enthusiastic efforts support the local food bank. More widely, the school benefits from

a partnership with Kibubula School in Uganda. This meaningful link provides the sister school with funding for improved facilities, for example, the goat project. Leaders sensitively enable pupils to contribute to the lives of others while learning about a contrasting culture.

Leaders effectively plan RE using the locally recommended syllabus. They ensure that pupils benefit from key questions that help them make links within their learning. Teachers are careful to thread the values of the school through the RE curriculum. This leads to respectful debate and pupils being confident enough to share their views. They are inquisitive learners. For example, a pupil shared that he 'would like to ask God what it is like to be a spirit?' Pupils enjoy learning about a variety of religious worldviews and enthusiastically share interesting activities. For example, learning about the Hindu ceremony of Puja. Teachers have access to support within the school. However, leaders do not routinely access relevant training to enrich the teaching of Christianity. Despite this, pupils have a good knowledge of Jesus and his importance for Christians. Governors effectively carry out monitoring by meeting with leaders. As a result, they can speak with some knowledge about RE. Pupils benefit from the contributions from local clergy to support learning. However, they have limited experience engaging with people who hold different religious views. Consequently, their depth of understanding of the impact of religious belief and practice is limited.

Overton provides pupils with a nurturing and aspirational place to learn. Pupils are recognised for their uniqueness and cared for accordingly. Adults who are guided by the vision and values, are committed to serving the school community. This enables pupils to achieve their best.

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

Information			
Inspection date	21 May 2024	URN	116305
VC/VA/Academy	Voluntary controlled	Pupils on roll	377
Diocese	Winchester		
MAT/Federation			
Headteacher	Fiona Wyeth		
Chair	John Mitchell		
Inspector	Helen Crolla	No.	918