

Dear parents and friends

Following our recent Ofsted inspection, the school underwent a diocesan inspection to assess the school's effectiveness as a Church of England school. I am delighted to share with you another 'outstanding' report from that visit.

Richard



National Society Statutory Inspection of Anglican Schools Report
Hagbourne Church of England Voluntary Controlled Primary School
Main Road
East Hagbourne
Didcot OX11 9LR



Type of school (Infant, Primary, Middle, Secondary etc)	Primary
Status (VA, VC or Foundation, CTC or Academy)	Voluntary Controlled
Diocese	Oxford
Local Authority	Oxfordshire
Dates of inspection	26 November 2008
Date of last inspection	January 2006
School's Unique reference number	123169
Name of Headteacher	Mr Richard Jones
Name of Chair of Governors	Mr James Harris
Inspector's name and NS inspector's number	Mari Powell 143

Context

Hagbourne is a village primary school, closely associated with the local church and wider community.

The distinctiveness and effectiveness of Hagbourne Primary School as a Church of England school are outstanding

Established strengths

- The strong leadership and dedication of the headteacher.
- The commitment shown by governors and staff to ensure that all pupils feel valued and aspire to achieve.
- The outstanding relationship between members of the school, the church, parents and the wider community.

Focus for development

- Carry forward your monitoring and evaluation as you further embed the newly Agreed Syllabus for religious education

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

A very well articulated and shared Christian vision provides a very clear direction to ensure that Christian values and principles permeate all aspects of the life of the school. Care and concern for the all-round development of the children lie at the heart of the school's dedication to promoting the pupils' spiritual and moral growth. The pupils are also encouraged to adopt healthy lifestyles in a broader sense. A wide range of interesting activities and a high level of individual support ensure that pupils achieve very well in their academic work. Parents of children needing a high level of support speak warmly of the excellent relationships and well-focused guidance for their personal as well as academic development. The school has a strong sense of mission, reflected in its involvement with St Andrew's church, its links with the wider local community and also with communities in other countries. The pupils' awareness of the global community was considerably enhanced by a week long visit by a Ugandan teacher that provided pupils with the opportunity to recognise the existence of the wider church. It inspired many subsequent activities that gave the children insights into the domestic and cultural life of that country. A strength of pupils' personal development is their desire to initiate

activities and take responsibility for seeing them through. The international links are well used to develop the pupils' awareness of, and empathy with, other ways of life as well as the impact of religious belief on the way people live. The school environment, indoors and outside, is used very effectively to encourage spiritual development. It contains some unique features such as the Tranquillity Dome where children, individually, or in small groups, like to sit. They are reminded of values such as forgiveness and friendship that are carved into a frieze surrounding the roof. The entrance foyer contains an attractive reflective area bearing the theme "Thinking of You". The "Book of Excellence" is open alongside books of the pupils' prayers and an aesthetic display commemorating Remembrance Day.

The impact of collective worship on the school community is outstanding

Worship has a central role in the pupils' spiritual development. Since the last inspection, the school has continued to review and refresh the planning for worship. There is now considerable coherence in the way themes are delivered, often by a range of different leaders comprising staff, members of the clergy, visitors and the children themselves. The fact that worship and religious education are coordinated by the same member of staff, ensures that learning in religious education enriches many aspects of worship. A Eucharist held on the day of the inspection reflected how carefully the children had been prepared to enable them to understand the significance of different elements of the service. The school acknowledges its appreciation of how members of the clergy support the school in raising children's awareness of aspects of the Bible, church festivals and significant aspects of Anglican practice. The school, together with members of the church, has fostered the children's understanding of prayer and its importance in the life of believers. Pupils make good use of prayer collections they have written and also of a prayer board in church upon which they post prayers they themselves have written. This is appreciated, too, by the church community who find it a source of comfort and support. The preparation for worship reflects its value in the life of the school. A good variety of visual symbols such as crosses and candles provide a valuable focus and a clear indication that worship is "special". Children speak of their enjoyment of worship at times of sadness and also at times of celebration. Parents and members of the community also reflect on the uplifting experiences they share when attending worship alongside the school. The children's own evaluations of their experiences of worship provide valuable insights into the fact that they value opportunities to reflect about God and the less tangible aspects of life.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher, very well supported by the staff and governors, effectively continues to develop and communicate the distinctive Christian character of the school. It has a powerful impact on the inclusive approach the school adopts towards all its children and valuing them for their individual talents. It also embraces the community by encouraging its members to share in and contribute to the life of the school. There is a strong sense of identity with the village as well as with St Andrew's church. The partnership with the governors is very effective and is a strong feature of the way the school's Christian purpose is evaluated and communicated. Governors are a valued and supportive presence in the school. They regularly report developments seen during their monitoring visits. The foundation governors take their responsibilities seriously. They provide practical help, for example through teaching and liaison with the church. They also provide a valuable link with the Diocese and strengthen that partnership which the school values greatly. The staff are very committed to supporting and communicating the church school ethos. All staff have a clear view of the school's Christian foundation and are both diligent and imaginative in ensuring that curricular and extra curricular activities support the delivery of the school's mission. For example, the school is proud of its music and so staff with musical talents ensure that worship is enriched by the quality of singing. There are times, too, when staff and children with artistic talents are encouraged to use them to give visual expression to the aesthetic aspects of God's world. School leaders and parents provide motivation and support for the pupils' awareness of environmental issues and the overall stewardship of precious resources. There is a consistency of approach which is recognised and appreciated by parents and the community and which impacts very deeply on the development of children's attitudes. Reflecting the recommendations of the last inspection report, the subject manager for religious education has successfully guided and supported the implementation of the new Oxfordshire syllabus for religious education.