

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Deddington Church of England Primary School

Vision

At Deddington, we create an inclusive, nurturing and caring community, empowering each other to let our light shine, through inspiring and supporting each other, believing in ourselves and others and achieving together.

Let your light shine – Inspire, Believe, Achieve.

Matthew 5:14 and 5:16

‘You are the light of the world. A city built on a hill cannot be hidden.’

‘In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.’

Deddington Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Leaders model a nurturing, courageous and responsive Christian ethos. As a result, pupils, including those who have special educational needs and/or disabilities (SEND), flourish.
- Inspiring collective worship is welcoming and valued by pupils and adults. It encourages reflection, prayer and spiritual growth.
- Religious education (RE) at Deddington is well led, ambitious and coherent. It enables pupils to develop a secure knowledge and engage thoughtfully with a wide range of religious and non-religious worldviews.
- The Christian vision shapes a curriculum that nurtures pupils’ unique talents and allows them to succeed. Enrichment and extra-curricular activities enhance their experiences, building self-belief and confidence.
- Leaders create a culture of compassion and respect that prioritises wellbeing and professional growth. This shapes a staff culture marked by trust, fairness and a shared commitment to support pupils’ wellbeing.

Development Points

- Extend planned opportunities for spiritual development across the curriculum. This is in order that pupils deepen their understanding of spirituality and express their personal responses with increasing confidence.
- Expand the curriculum so that pupils learn about injustices in the world. This is so that they recognise how they can make a positive difference.



Inspection Findings

Vision and Leadership

The well-established vision, 'Let your light shine', is clearly articulated and embedded. It is lived out across this welcoming school. It shapes a nurturing and responsive culture where pupils and adults are known, valued and flourish. The vision, expressed through the values of inspire, believe and achieve, responds thoughtfully to the school's context. It is underpinned by biblical references and informs decision making, curriculum design and pastoral support. This creates an environment where dignity, inclusion and high aspirations are priorities. Such commitment to the vision motivates leaders to advocate for pupils who have SEND and those who are deemed to be vulnerable. They remove barriers so pupils can shine academically, socially and spiritually. School and trust leaders collaborate closely. They draw on a range of information to understand how pupils are developing. The trust provides appropriate and insightful support. This enriches the impact of the Christian vision, extending opportunities for the flourishing of pupils and adults. Consequently, partnerships strengthen the school's Christian character and broaden experiences for pupils and adults. Staff model the vision through positive relationships and high expectations, enabling pupils to develop resilience and self-belief. Relationships with the diocese and the parish church enrich the school's Christian distinctiveness. As a result, the vision shapes a community where pupils and adults grow in confidence and purpose.

Vision and Curriculum

A thoughtfully-considered curriculum reflects the school community well. Staff ensure that visits from inspirational speakers, including former pupils, bring different perspectives that deepen pupils' aspirations and knowledge. These experiences build relationships and inspire pupils to recognise and develop their unique gifts and talents. Strong relationships between staff and parents of pupils deemed to have SEND reflect the dedication to working in partnership. Pupils benefit from plentiful extra-curricular opportunities and learning outside of the classroom, including the forest space. Such moments, along with reflection and questions woven throughout the day, are beginning to support spiritual development. However, there is a lack of a consistent approach across the school. Consequently, pupils have few possibilities to explore spirituality and express their personal responses.

Worship and Spirituality

Collective worship is central to daily life. It is rooted in the vision that calls the community to shine with heart, soul, mind and strength. Worship is planned with clarity and purpose. It draws on Christian festivals, values and biblical teaching. Candle lighting, singing and familiar greetings create a calm and reverent atmosphere. Worship fosters stillness and strong engagement. Adults use thoughtful questions to help pupils reflect on their experiences and explore deeper meaning. Worship offers varied opportunities for spiritual growth, enabling pupils and adults to flourish through stillness, music and the shared school prayer. Pupils use the symbols of windows, mirrors and doors to reflect, explore ideas and consider personal action. They actively contribute to the life of the church, confidently leading and participating in worship, including Harvest and Eucharist services. During the 'Pebble Mass' service on their final day of school, Year 6 pupils take a pebble as a symbol of carrying the school's vision and values forward. This meaningful act encourages reflection, celebrates personal growth and marks an important milestone in their journey. The partnership with clergy strengthens worship and community life. Pupil voice confirms that worship is interactive, enjoyable and inspiring. It helps pupils understand Christian stories, explore big questions and make good choices.

Vision and School Culture

Deddington's culture of compassion and respect shapes how pupils and adults live well together. Relationships across the school are warm, calm and purposeful. Leaders prioritise staff wellbeing and professional development, creating a culture of trust, respect and collaboration. Staff feel valued because senior staff listen, respond to need and monitor workload with care. Pupils experience consistent kindness and inclusion,



supported by tailored provision, external agencies and thoughtful pastoral systems. Events such as tree planting, farmers' market and the annual school fair strengthen belonging and dignity. Pupils describe feeling safe and supported. This is shown in their considerate behaviour and strong friendships. Bespoke interventions, emotional wellbeing sessions and sensitive adaptations enable pupils who require additional support to participate fully in school life. School systems, including play leaders, encourage pupils to care for younger ones and model positive relationships. Staff and governors monitor and evaluate wellbeing closely, ensuring timely support for pupils and adults.

Vision, Justice and Responsibility

The aspirational vision creates a community of pupils who look outwards. Their strong self-belief is matched by a commitment to helping others. The school celebrates positive relationships through initiatives such as let your light shine awards. Roles, including school councillors, worship leaders and house captains, develop a sense of service towards others. They enthusiastically take responsibility for organising fundraising events, demonstrating teamwork skills. This develops confidence and independence. Pupils contribute actively to the local community, keeping village traditions alive, which are central to their sense of identity. They recognise justice as standing up for what is right. They have a keen awareness of fairness in their own school community alongside an understanding of some aspects of injustice in history. They are eager to debate issues arising from current affairs, but these discussions seldom lead to follow-up actions. The curriculum provides limited opportunities for pupils to engage with broader perspectives of injustice. This restricts their ability to see how their actions can make a difference.

Religious Education

The RE curriculum is ambitious, coherent and well balanced, enabling pupils to develop a secure religious understanding. It has a clear structure that develops knowledge and insight into Christianity and other worldviews. Monitoring, through book looks, pupil comments and governor involvement, gives leaders a clear view of impact. Staff ensure the curriculum is responsive to pupils who have SEND, enabling access and active participation. Teachers receive focused professional development that strengthens subject knowledge and consistency. Pupils value the opportunity to learn about a range of faiths and can talk about different beliefs and practices. This develops pupil understanding of diversity and an appreciation of how other people might view the world.

The curriculum is carefully sequenced, enabling pupils to revisit key concepts and deepen understanding. Beliefs, practices and ideas are explained by staff with accuracy and insight. Pupils show high engagement, curiosity and respect. Regular assessment helps teachers identify secure understanding and address misconceptions promptly. Pupils demonstrate clear progress in the end of topic assessment activities. Outcomes inform future teaching and staff professional development. Pupils feel safe to ask questions, explore ideas and express their thinking openly. As a result, pupils confidently consider complex issues such as morality and life after death.

Information

Address	Earls Lane, Deddington, Oxfordshire OX15 0TJ		
Date	24 June 2026	URN	144530
Type of school	Academy	No. of pupils	212
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
MAT Chair	Sharon Mullins		
Headteacher	Clive Evans		
Chair of Governors	Matthew Fisher		
Inspector	Gemma Hathaway		