

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

### Oakley Church of England Junior School

#### Vision

Great expectations for all through courage, respect and grace.

Our vision at Oakley is to create great expectations for all, using our Christian values and the teachings of Jesus to allow our children and community to flourish.

Rooted in the Christian belief that every person is created in the image of God (Genesis 1:27) and deeply loved by Him, we are committed to nurturing a community where all can flourish.

Inspired by Jesus' promise of "life in all its fullness" (John 10:10), we set high expectations for every member of our school family — spiritually, academically and socially.

Oakley Church of England Junior 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

- The school's vision and values are a lived reality and intentionally woven through each aspect of the school day. As a result, pupils and adults flourish in a community built on courage, grace and respect.
- Inclusion is at the heart of the school. Leaders and staff routinely 'go the extra mile' to meet the needs of those with academic, emotional or social challenges. This enables pupils to flourish whatever their starting point.
- Inspired by the vision, leaders prioritise wellbeing. Grace and respect are the hallmarks of relationships here. This means that pupils are happy, staff are valued and parents are heard.
- Collective worship is an important part of school life. It is enriched by the fruitful partnership with the local church. This deepens pupils' experience of worship and provides a wider context for spiritual development.
- The religious education (RE) curriculum is thoughtfully designed to promote rich and meaningful learning. It offers a safe place for pupils to reflect on and explore issues which concern them.

#### Development Points

- Implement a robust system of monitoring to evaluate the impact of the Christian vision, collective worship and RE. This is to enable leaders, including governors, to take a more informed lead in strategic planning and development.



## Inspection Findings

### Vision and Leadership

Oakley is a proud Church school, serving a village community on the outskirts of Basingstoke. The Christian vision is deeply embedded, effectively encapsulated in the strapline 'great expectations for all through courage, respect and grace.' This is building a community where adults and pupils have high expectations of themselves and each other. The vision is underpinned by biblical stories, which extend pupils' understanding. Leaders, including governors, express how the vision drives and informs their decision making. It guides them in ensuring equity of provision, as well as in conversations about present and future partnerships. Governors are dedicated and regular visitors to the school. This familiarity fosters trust and strengthens relationships. Leaders and staff are committed to pupils as individuals, with a desire to see them flourish. Consequently, they thrive at Oakley. However, leaders are not monitoring and evaluating the impact of the vision effectively. This includes collective worship and RE. As a result, leaders are limited in their understanding of how the vision enables pupils and adults to flourish.

### Vision and Curriculum

Inspired by the Christian vision, leaders are relentlessly ambitious for their pupils. They are empowered to be courageous in their learning, increasing their resilience. Exercising grace and respect, they are patient with their peers and value each other's opinions. The curriculum and wider curriculum activities are carefully designed to resonate with the vision of 'life in all its fullness.' Examples of which are a Year 6 Greek Day with Greek dancing and pitta bread making, and a bellringing club. These experiences are life affirming and enable pupils to flourish. The curriculum is intentionally underpinned by a golden thread of spirituality. This is woven through learning with opportunities for spiritual moments which are thoughtfully grasped. A common approach to spirituality has enhanced these, deepening their impact on pupils' lives. The school's vision of 'great expectations for all' is a key curriculum driver. Inclusion is, therefore, of the utmost importance to leaders. Learning inspires pupils, with adaptations made as necessary. In these and numerous other ways, staff live out the vision to enable pupils to succeed in developing into the best version of themselves.

### Worship and Spirituality

Worship is an important part of the school day. Pupils and adults of all faiths and none are nurtured in this inclusive, invitational space. Opportunities for prayer and reflection nourish participants who appreciate the time it affords them to be still. Bible stories, simple liturgy and singing naturally reinforce the vision and values. Weekly follow-on tasks ensure that themes are explored beyond worship itself, permeating the school day. All of which brings a wholeness to the vision and values, worship and wider school life, which roots spiritual flourishing. Worship is significantly enriched by the partnership the school has with the local church. Pupils and adults value the worship led by the passionate clergy team and members of the church. These times are uplifting, providing rich, diverse experiences of Christian worship, whilst offering authentic examples of the impact of faith. In addition, regular prayer spaces are instrumental in deepening spirituality and are treasured as special times. This leads to spiritual flourishing or, as one partner observed, 'lives are changed here.'

### Vision and School Culture

Leaders prioritise the wellbeing of pupils and adults, ensuring that they are known, seen and valued. Moreover, they are treated as individuals, created in the image of God. Leaders are proactive in responding to need rather than adopting a 'wait and see' policy. This may take the form of modifying established provision or creating a bespoke activity to support pupils. Examples such as sensory circuits and the lunchtime nurture club, enrich wellbeing in the short and long term. In addition, a whole-school initiative is enabling them to gain greater awareness of how their brain works. This understanding enables them to be kind to themselves and is transformative. Pupils, therefore, flourish knowing that this prioritisation of support for each individual enables them to know that they are cared for. Governors exercise thoughtful oversight of staff wellbeing. Adults are



mutually supportive, proud of the school and the values they regard as the school's DNA. Staff retention is therefore high. Time is purposefully taken to build relationships with families, so parents know that any concerns they may have are taken seriously. Consequently, the school lives well together.

#### Vision, Justice and Responsibility

The Christian vision and values inspire an outward-facing culture. Pupils respect one another, act with grace and are courageous in standing up for themselves and others. For example, they express how they have courage to help someone in need regardless of whether they are friends. Pupils understand that they have a responsibility for each other, readily challenging injustice in everyday school life. Leaders share examples of organisations and charities that make a difference to inspire pupils to look beyond their immediate environment. In this way they recognise injustice and are then motivated to act. Moreover, the intentional exploration of ethical, national and global issues in worship has a positive impact on pupils' awareness. Pupil voice is strong; they know that they are listened to and their views are respected. An example of this is championing the need for a variety of additional playground equipment. Parents comment that their child's character is being moulded by the consistent application of the school's values, influencing family life. Thus, the impact of the school's vision extends beyond its walls.

#### Religious Education

RE is carefully planned to be sequential and diverse. An enquiry-led approach harnesses pupils' natural curiosity and enthusiasm. Attention is given to repeated themes like Easter and Christmas to offer challenge and strengthen understanding. RE provides a safe place to reflect upon and explore personal responses to religious and non-religious worldviews. In an atmosphere of respect, pupils readily share their ideas, opinions and issues which concern them. In this way, they develop empathy, making connections as they broaden their worldview. Their understanding of the impact of faith is enormously enriched by conversations with trusted Muslim and Christian adults. A virtual meeting with the local rabbi to share his celebration of Sukkot was equally impactful. In them, pupils see the life-changing effect that faith has on the believer. This encourages pupils to explore life's big questions for themselves. Staff value diocesan training, which has led to increased confidence and joy in teaching RE, as well as professional enrichment.

## Information

Address	Oakley Lane, Oakley, Basingstoke, Hampshire RG23 7JZ		
Date	2 March 2026	URN	116306
Type of school	Voluntary controlled	No. of pupils	252
Diocese	Winchester		
Headteacher	Sarah Hill		
Chair of Governors	Ian Page		
Inspector	Dorothy Robinson		