



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

<b>Wingrave Church of England Voluntary Controlled Combined School</b>	Twelve Leys Wingrave HP22 4QG
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Oxford</b>
Previous SIAMS inspection grade	Good
Local authority	Buckinghamshire
Name of multi-academy trust/ federation	N/A
Date of inspection	20 September 2016
Date of last inspection	November 2011
School's unique reference number	110423
Headteacher	Valerie Britnell
Inspector's name and number	Janet Northing 792

### School context

This smaller than average sized school draws children from the villages of Wingrave, Aston Abbotts, Cublington and Rowsham as well as from the nearby town of Aylesbury. The vast majority of pupils are White British. The proportion of pupils with special educational needs or disability is below the national average. The number of pupils supported by pupil premium funding is below that of similar schools nationally. Ofsted inspected the school in April 2016 and the overall effectiveness was judged to be good.

### The distinctiveness and effectiveness of Wingrave as a Church of England school are good

- Leaders and governors articulate and promote Christian values that inspire the whole school community to be the best that it can be.
- Religious education (RE) is effective in developing the Christian character of the school and significantly contributes to learners' spiritual, moral, social and cultural development (SMSC).
- Collective worship clearly promotes the school's Christian distinctiveness inspiring learners to take action in support of a range of charities.
- Prayer has a special place in the daily life of the school and supports learners on their spiritual journey.

### Areas to improve

- Clearly define the school's distinctive Christian character and its impact on pupil's academic achievement.
- Formalise governor monitoring and evaluation of the impact of the school's distinctive Christian character, collective worship and RE to secure the on-going development of the school as a church school.
- Ensure the school's core values of 'Believe, Achieve, Enjoy' are underpinned by biblical teaching that is understood and articulated by all pupils.
- Increase children's understanding and appreciation of worship through regular experiences to plan, lead and evaluate their own and other acts of collective worship.

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Learners talk confidently about the school's values of 'Believe, Achieve, Enjoy'. These values are underpinned by a range of quotes from biblical and literary sources including a quote from Philippians 4:13, 'I can do all things through Christ who strengthens me'. As such they are inspirational in raising children's levels of self-belief and promote positive attitudes to learning. As a consequence attendance is consistently above the national average and all children make good progress across the school in English and mathematics. However, not all children are able to articulate links between the values and the school's Christian foundation. The children's knowledge and application of Bible stories to inform their behaviour is very succinct. 'If God says not to do something, then you don't do it!' said a Year 3 child when using the example of Adam and Eve's disobedient behaviour in the Garden of Eden. Pupils also apply biblical teaching to demonstrate the importance of showing respect and kindness to others. Using the example of the shepherd's search for the lost sheep in the parable, one child explained that Jesus Christ cares about everyone. These examples illustrate how the school's Christian distinctiveness influences pupil's personal development and wellbeing, and underpins the positive relationships evident within the school community. In addition, a comprehensive range of extra-curricular clubs support children's SMSC development by providing experiences that promotes achievement and enjoyment. Pupils' spiritual responses to experiences offered in RE and collective worship is characterised by mature reflections in expressing their thoughts clearly and with conviction. For example in discussing the teachings of Jesus Christ about forgiveness, the children's perception of the positive impact this could make to the world is very evident. A Year 3 child put this very succinctly stating that, 'People could be more kind and respectful of each other's differences rather than fighting each other'. Experiences for pupils to explore their spirituality further are not routinely identified in other areas of the curriculum. The school's support for a range of global Christian charities includes sponsoring a child 'David' through school in Zambia and supporting the work to the Karibuni Trust in Kenya. These links provide valuable insights for children to help them understand that Christianity is a multi-cultural world faith, in addition to their learning about other faith communities in RE.

## **The impact of collective worship on the school community is good**

Collective worship makes a valuable contribution to the life of the school community. It is instrumental in communicating the school's distinctive Christian character by ensuring the values are understood as Christian in foundation. Bible stories are presented in ways that enable learners to make positive links to their own life experiences and the school's core values. For example during an act of worship focusing on the story of Cain and Abel the school community reflected on the importance of giving God the very best that they can offer. This explicit message impacting positively on the rest of the school day putting in place high expectations in both attitudes to learning and behaviour. As the candle is lit at the start of worship the community prays, 'May the light of Christ our Lord shine in our hearts, Amen.' Children confidently explain that the lighting of the candle represents the presence of Jesus the Light of the World. Staff and children recognise the importance of this time together to pray and reflect. Learners are clear about the way prayer contributes to their spiritual journey expressing their belief that God answers prayers even though we can't hear Him. A year 4 child writing in their RE book stated that, 'Prayer is like opening your heart to God'. Spaces for prayer and reflection are evident in each classroom enhancing learners' spiritual awareness. A Labyrinth Garden demonstrates good progress since the last inspection in provision for spiritual reflection in the outside environment. Children contribute to this reflective space by decorating and placing stones in memory of losses experienced in their lives. Learners are inspired through worship to take responsibility for helping other people, even those they do not know, by supporting a range of charitable organisations. Pupils fully appreciate the importance of Jesus Christ to the Christian faith and His significance within worship. In responding to a questionnaire one child wrote that, 'Jesus affects the way we act.' However, they are much less secure when expressing their understanding of the Trinitarian nature of God. A range of leaders from other Christian denominations and clergy from St. Peter and St. Paul's Church provide a rich and varied experience of worship for pupils. Children attend church to celebrate major Christian festivals adding to their appreciation of the Anglican liturgical cycle and their sense of awe and wonder. Planning involves senior leaders and the vicar who meet regularly as part of a worship committee. Current monitoring and evaluation lacks the rigour required to secure on-going improvement and does not involve the whole school community. Though learners enjoy contributing to elements within worship they lack experience in planning, leading and evaluating acts of worship for themselves.

## **The effectiveness of the leadership and management of the school as a church school is good**

The school's mission statement is aspirational in seeking to establish a community that 'grows together within a framework of Christian values, enriched by worship and celebration'. Foundation governors speak of God underpinning the life of the school and being the guiding principle behind the school's core values of 'Believe, Achieve, Enjoy'. These are instrumental in promoting positive attitudes to learning, wellbeing and a desire within the whole school community to be the best that they can be. This is resulting in rising standards of achievement across the school for all groups of learners. The views of parents are sought through questionnaires and their input towards the mission statement is an indication of their inclusion in the life of the school. Good leadership of RE and collective worship is instrumental in ensuring their valuable contribution to the Christian character of the school. The positive influence of RE and collective worship on children's behaviour and SMSC development are strengths of the school. The Statement of Entitlement for RE is met. The RE subject leader is supported by the diocesan RE Adviser and accesses diocesan training to ensure effective practice across the school. Induction for new staff focuses on promoting the school's Christian distinctiveness and values. Staff talk enthusiastically of the impact of the school's Christian ethos and the support they receive whilst being part of the school team. Staff at all levels have access to professional development. Those in leadership positions within school are prepared for future leadership of church schools through attending diocesan and national training programmes. Meetings of the governing body commence with prayer and strategic discussions reflect the Christian character of the school. The partnership with St. Peter and St. Paul's Church enriches the Christian character of the school. Local links with the Methodist and Roman Catholic churches, and the Salvation Army contribute to school life in a way that is beneficial for learners. The monitoring and evaluation of the school's Christian distinctiveness lacks the rigour required to secure its on-going progress as a church school.

SIAMS report September 2016 Wingrave Church of England Voluntary Controlled School, Wingrave HP22 4QG