

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Quinton Church of England School	
Address	Lower Street, Quinton, HP22 4BJ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>'You are the light of the world! You are like a city on a mountain, glowing in the night for all to see. Don't hide your light under a basket! Instead, put it on a stand and let it shine for all, in the same way, let your light shine out for all to see, so that everyone will praise your heavenly father.' Matthew 5:14-16</p>
Key findings
<ul style="list-style-type: none"> • The established vision, articulated by adults and pupils, drives change and all decisions. As a result, relationships are strong and pupils flourish, in all aspects of their lives. • Pupils and adults are valued as individuals within a distinctively Christian, holistic community. They are proud to shine, promoting the vision and values of the school. • Collective worship enables all present to experience joy, moments of reflection and prayer. Pupils have a good knowledge of the Bible but do not have enough opportunities to plan and lead worship. • Leaders make bold decisions, which are rooted in the vision. These are pupil focused and live out the school's inclusive values. • Leaders have implemented a new curriculum for religious education (RE) to enhance religious literacy. The impact of this on pupils' knowledge and understanding is not yet clear. Governors are aware of the need for this to be a focus of future monitoring.
Areas for development
<ul style="list-style-type: none"> • Continue to embed the new curriculum for RE, so that pupils develop a rich knowledge of world faiths. • Further develop governor monitoring of RE, including the impact of recent changes to the curriculum. This is to enhance pupils' religious literacy and deepen governors' understanding of how RE expresses the school's Christian vision. • Enrich collective worship through creating opportunities for pupils to lead it so that their confidence and enthusiasm can further develop.



Inspection findings

Quinton Church of England School shines out, sharing its vision for the good of the pupils and their families. Leaders clearly express how they are dedicated to fulfilling the biblical foundation of the vision from Matthew's gospel. They seek to enable all to live out the words 'You are the light of the world. Let your light shine before others.'

Leaders express the ways in which they are influenced by the vision when driving academic achievement and progress. They effectively identify any improvements to be actioned. Governors are supportive and empower the teaching team to tailor support so that all pupils feel included and able to succeed.

Leaders articulate how the vision responds to the changes within the local area, prompting new ways to help pupils feel included. Parents value the welcome given to families moving into the area. They can share the way that this is inspired by the vision and supports those facing significant challenges. Pupils make strong friendships and demonstrate care for one another. There is a deep sense of community which adults and pupils live out in their actions towards one another. Older pupils describe their responsibilities such as taking visitors on tour or fulfilling roles as eco monitors. Pupils identify the type of person they want to be when they leave Quinton. Qualities such as being brave, respectful and kind are ways to carry their light into the world. Improvements to the curriculum, inspired by the distinctively Christian vision, enables pupils to experience a rich variety of activities. Developments to the orchard outdoor area provide exploration of the natural world and a delight in creation. Adults can articulate how these experiences fosters the spiritual dimension to learning. Pupils proudly describe their enjoyment of times in the orchard, creating stick hedgehogs, and the impact this has on their wellbeing. The headteacher leads a dedicated team committed to utilising creative learning opportunities. Pupils are encouraged to think critically and investigate across the curriculum. Learning in RE is richer because of activities which are enquiry led and prompt personal, spiritual responses.

Pupils articulate the encouragement they receive to let their achievements shine brightly. They express the importance this has for others within the immediate community. The Christian distinctiveness of the school prompts pupils to make donations to Children in Need and to help the families fleeing from Ukraine. They express their responsibilities sharing ways their actions benefit others, spreading light beyond their immediate locality. In the same way, adults are encouraged to flourish, sharing their gifts or skills with each other. The staff team express that the support they experience enables them to grow. Neighbouring schools and the diocese provide professional advice and opportunities for networking, further enhancing their skills. Adults share that the revised behaviour policy is values driven and promotes consistency. Pupils with emotional needs are supported within the vision of the school and can access calm areas.

The vision fosters an approach to collective worship, which inspires all who attend. The singing on entry invites everyone to join in, which they do with enthusiasm. Those gathered benefit from songs which link to Bible stories or to the theme. Adults and pupils share that they value the spiritual delight of singing together. Worship is planned in detail, with reference to the vision and inspired by the value of the term. These include thankfulness, forgiveness, friendship, trust, endurance, and hope. Pupils demonstrate a knowledge of the Christian understanding of the Holy Trinity. Invitational opportunities include the lighting of a three wicked candle or joining in with the school prayer. Leaders provide spiritually enriching opportunities for all pupils, regardless of faith, to be still, have moments to reflect or to pray. The behaviour of pupils during collective worship is respectful and actions for songs encourage engagement. Pupils do not yet have regular opportunities to lead worship,

allowing their lights to shine. Reflection areas within other parts of the school enable pupils to make links with RE. Pupils also use them to leave spiritual thoughts in class reflection books. Pupils can articulate how these areas encourage time to express themselves. Inspired by the vision, leaders consider the spiritual flourishing of pupils to be important alongside academic progress. Leaders expertly weave British values into worship, making links with stories from Jesus' life. Pupils can talk about the meaning of parables and how these are lived out in their own relationships.

The school has a strong link with the local church of The Holy Cross and St. Mary. Pupils and their parents enjoy visiting the church for the key Christian festivals such as Harvest, Easter and Christmas. Pupils have opportunities to shine, sharing contributions to the services. Adults value the numbers of pupils attending the Sunday praise services, where they enhance worship through activities such as waving flags. The culture of the school protects pupils, valuing them as God's children for their uniqueness. The fruit of such a culture is that older pupils are keen to return to the school or to engage with services at church. This conveys the bond within the community, clearly fostered by the vision of the school.

RE leaders are inspired by the vision to improve religious literacy and an improved knowledge of world faiths. With support from the diocese, the school is implementing a new resource to support learning and understanding. Adults encourage pupils to be curious and to explore the effect of faith on believers' lives. Pupils share that their learning in RE helps them respect people within the wider community. One pupil stated, 'if you saw someone from a different faith to yours, you would know how to behave.' Enhanced by a knowledge of religious stories, pupils have a developing knowledge of world faiths. Pupils retell the story of Prince Siddhartha realising there is suffering and can link this to his journey to enlightenment. It is too early to determine whether the changes to the RE curriculum are enriching pupils' knowledge and skills. Leaders and governors can articulate clear plans to monitor the impact of these changes on pupils' knowledge and skills.

The wellbeing of pupils and staff is prioritised so that all can shine their light brightly. Adults and pupils feel problems are shared and resolved with kindness. Pupils state the school offers them a homely place in which they can learn and grow.

Information			
School	Quainton Church of England School	Inspection date	1 December 2022
URN	110447	VC/VA/Academy	Voluntary controlled
Diocese/District	Oxford	Pupils on roll	162
Headteacher	James Vernon		
Chair of Governors	Katie Smith		
Inspector	Helen Crolla	No.	918