



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

<b>Cadmore End Church of England Primary School</b>	
Address	Cadmore End, High Wycombe, HP14 3PE
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
The effectiveness of religious education (RE)	Requires Improvement

School's vision
To be the Nursery and Primary school of choice; providing a happy, safe and high-quality education. We will apply our Christian and British values, complemented by our small- school benefits; balancing each child's educational, pastoral and emotional needs delivering an exceptional, personalised journey, enabling them to flourish in our family, our community and in the future. 'From small beginnings come great things.' (Matthew 13:31- 32)
Key findings
<ul style="list-style-type: none"> <li>• In line with its vision, the school provides a safe and happy environment. This creates a strong community founded on love. This is a powerful nutrient to enable great things to flourish from small beginnings.</li> <li>• Leaders at all levels are passionate about living out the vision for their school. This drives the policies, direction, and daily working. This focus is making a difference to the lives of pupils and adults.</li> <li>• Spiritual development takes place. However, the school does not have a shared understanding of spirituality. Pupils are not clear about the opportunities for them to develop spiritually. These are not systematically planned for or identified consistently.</li> <li>• Collective worship is inclusive. It offers an opportunity for pupils and adults to engage with the school's vision and values through Bible stories and the teachings of Jesus. The implementation of pupil leadership is at an early stage, so its impact is limited.</li> <li>• Pupils enjoy developing their knowledge of a range of religions and worldviews in religious education (RE). This contributes towards their respect for others. However, the curriculum in RE does not enable pupils to learn at greater depth. This limits their opportunity to develop religious literacy and skills, knowledge and understanding.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Establish a shared understanding of spirituality and sequence planned opportunities across the curriculum. This will increase pupils' spiritual development.</li> <li>• Develop pupil leadership opportunities in collective worship by increasing their involvement in planning and leading. This will contribute to pupils' character development and support their sense of spirituality.</li> <li>• Deepen pupils' understanding of religions and worldviews by developing their critical thinking skills in RE.</li> </ul>



## Inspection findings

The vision permeates the life and work of the school. It ensures that everyone is warmly welcomed to quickly become part of a loving school family. Everyone is seen as a seedling from whom great things can grow. With nurture, all are enabled to flourish.

Leaders, including governors, are passionate about the importance of the vision in development planning, policies and their actions. Staff are committed to providing bespoke support for those with vulnerabilities and their families. Governors explain, 'we incorporate everyone into one family – that shows God's love.' Leaders evaluate their progress as a Church school, against the vision. They engage with pupils, staff and parents in seeking their views. Governors work closely with the school and also monitor the impact of the vision. The school enjoys a supportive relationship with the Diocese of Oxford, which provides training and support for staff and governors.


The school's curriculum is crafted to meet the needs and context of the school. It is built on their vision to sequentially plan for growth and the flourishing of all individuals. Interventions, for those with barriers to learning or vulnerabilities, are tailored to pupils' needs. Weekly outdoor woodland opportunities are enjoyed by pupils and make a contribution to the school's commitment to ensuring the rounded development of the whole child. Curriculum planning is clear and sequenced. Some spiritual experiences are included. For example, pupils explained how they had used a stethoscope to hear if the sap was rising in the trees as a sign of spring. However, this is not consistent. Also, there is no shared understanding of spirituality which would enable spiritual opportunities to be recognised and celebrated.

Pupils enjoy RE. They understand its importance. One explained, 'it helps us respect others if they believe different things.' Pupils recall aspects of their learning about religions and worldviews, although their understanding lacks depth. Curriculum design does not provide opportunities for pupils to apply enquiry, critical analysis and interpretation skills to their learning. There have been limited opportunities for staff to receive RE training or share practice with other schools. This restricts their subject knowledge and awareness of different approaches to teaching RE. Systems for monitoring RE are in place. This results in the accurate identification of priorities for improvement. In this way, school leaders have already identified the shortfalls in the subject and have created new planning, based on the Locally Agreed Syllabus.

Pupils say Cadmore End is 'a small school but one big family' where they are all unique branches joined together. This interpretation of the school's vision encourages pupils to take on a variety of leadership roles. Older pupils support younger pupils at lunchtimes, for example. The quality of relationships and behaviour is exceptionally positive. Differences are treated with dignity and respect. When any difficulties arise, they are dealt with swiftly and effectively. The Christian vision gives pupils an understanding of inequality, difference and diversity. They speak confidently about the importance of everyone being treated the same. There is also an awareness of eco issues and the importance of looking after the world. For example, by reducing litter and raising money for a charity supporting endangered animals. These opportunities support pupils' character development. The mental health and wellbeing of adults and pupils is a priority. Two members of staff are trained mental health first aiders. Parents, too, speak passionately about the school as a close family. They appreciate that staff know them and their child exceptionally well. This results in strong, positive relationships ensuring the school is a safe, happy place to learn.

Collective worship is invitational and inclusive. Those of all faiths and none feel able to engage and take part. Senior leaders are passionate about collective worship and its

importance. Themes are carefully planned to link with the school's values and align with the seasons of the Church year. Collective worship also responds to local or world events such as the earthquake in Turkey and conflict in Ukraine. Pupils enjoy taking part in acts of worship. They eagerly answer questions and support worship leaders, including by reading prayers. They encounter a variety of Bible stories and the teachings of Jesus and consider how this affects daily life today. For example, pupils explored forgiveness, as a gift of the Spirit, through the Bible story of Zacchaeus in the sycamore tree. They considered who showed forgiveness and how in the story. Then they reflected on how they show forgiveness to others and whether it is always easy to do. Elements of liturgy including candles, music, greetings and seasonal colours are used to create a special atmosphere for worship, Pupils are familiar with the meaning of these. The whole school family join together to focus and reflect. Invitational prayer is natural be it either in collective worship or in the school's prayer and reflection area. There is an awareness of the importance of respecting those that might not want to pray. Pupils are involved in evaluating acts of collective worship, but do not have opportunities to plan or lead worship. Links with members of the clergy team ministry and parish are thriving. They describe the school as full of 'joy and kindness' with a real 'sense of growth'. A member of the clergy team leads collective worship in school weekly. The parish prays for the school and, when appropriate, specific members. The school holds services in the church to celebrate major Christian festivals. The school and parish support one another with providing food boxes to members of the community most in need. This exemplifies the vision through strong mutual relationships, achieving great things from small beginnings.

	The effectiveness of RE is		Requires Improvement	
	<p>The RE curriculum gives pupils an understanding of the Bible. As a result they develop some knowledge of major world religions and worldviews. They know about Christianity as a living world faith. Planning contains limited opportunities for pupils to engage philosophically, through reasoning and questioning, with the 'big questions' of life. As a result, pupils' knowledge and understanding is limited.</p>			
Information				
School	Cadmore End Church of England Primary School	Inspection date	14 March 2023	
URN	110460	VC/VA/Academy	Voluntary aided	
Diocese/District	Oxford	Pupils on roll	77	
Headteacher	Debbie Groom			
Chair of Governors	Oliver Westby			
Inspector	Rob Halls	No.	2106	