

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Great Kingshill Church of England Combined Primary School | |
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| Address | Cryers Hill Road, Great Kingshill, High Wycombe, HP15 6JP |
| School vision | |
| <p>Aspiring to be our best with kindness, respect and faith. ‘Love the Lord your God with all your heart and all your soul and with all your strength and with all you mind and love your neighbour as yourself.’ Luke 10:27</p> | |
| School strengths | |
| <ul style="list-style-type: none"> • The Christian vision and associated values are cohesively and explicitly linked together. The story of the Good Samaritan connects well with the principles of love, courage, forgiveness, hope, respect and truth. These are known by all and deeply embedded in the life of the school, driving all actions and decisions. • The overarching aim of ‘aspiring to be our best’, impacts positively on the curriculum and wider provision. The school has a clear, shared understanding of what spirituality is. As a result, all adults and pupils are empowered to fulfil their potential and flourish accordingly. • The Kings Education Trust (KET) leaders provide well-informed, constructive support to the school. Their philosophy of ‘shaping futures together-together we are stronger’, resonates well with the vision. This has a positive effect on teaching, learning and resources. • The partnership with the local church enriches both collective worship and religious education (RE). In line with the school’s vision, worship is exciting, meaningful and aspirational. • The school’s life-enhancing, nurturing culture ensures that the wellbeing of everyone is prioritised. Because people matter, all are treated with dignity and respect, regardless of belief or background. | |
| Areas for development | |
| <ul style="list-style-type: none"> • Embed formal monitoring practices so that the impact of the vision can be fully evaluated and celebrated. This is to enable the school’s aspirations as a Church school to be more systematically represented in strategic planning. • Develop opportunities for pupils to explore global issues. This is so they are equipped to learn about social justice around the world. • Extend opportunities for reflection and personal prayer across the school in order to further enhance the spiritual development of pupils and adults. | |
| Inspection findings | |
| <p>The key Christian value of love, illustrated in the story of the Good Samaritan, underpins the school’s vision. Adults and pupils use it to drive their actions. For instance, financial decisions, such as sharing expertise across the trust schools are made through the lens of the vision. Similarly, choices</p> | |



regarding the rich curriculum are designed to raise aspirations for all. This results in a strong community where all feel included in a family that learns and lives well together. Parents recognise this nurturing ethos, choosing to send their children to the school knowing they will be loved and cared for well. The trust's vision of 'shaping futures together' actively encourages collaborative working. This empowers leaders within the school to be good Samaritans in the community and beyond. However, monitoring of the impact of the vision is not systematic or rigorous enough. The values of trust and respect can be seen in the excellent, positive relationships that exist at the school. One member of staff noted that, 'Everyone looks out for each other because we all work as a close team'. The wider school community is supported well by initiatives such as a regular prayer group for parents. 'Warm spaces' held on Friday mornings, also offers opportunities for people to connect to 'love your neighbour'.

The vision galvanises leaders to provide a creative curriculum that enables each to become the best person they can be. This results in the school investing in high-quality experiences in music, arts and forest school. Numerous trips and residential help pupils to experience the world beyond school, resulting in confidence and self-reliance. An exceptional focus on spirituality, using the imagery of 'ows, wows and nows,' allows everyone to articulate their perspective on life. The vision is the driver for spiritual growth, encouraging all to reflect on their experiences. This means that being a good Samaritan is at the heart of everything the school does. Opportunities for enhancing the spiritual well-being of pupils are thoughtfully developed in every aspect of the curriculum. Restricted classroom spaces mean that reflection areas are limited. Plans for a permanent, central space for prayer and reflection are at an early stage.

Collective worship is inclusive, open to all to contribute with integrity and is frequently inspiring. It is fundamental to deepening pupils' understanding of the vision and what this looks like. Pupils therefore show their understanding of compassion by explaining Jesus' words of 'love your neighbour as yourself'. They are also able to articulate the importance of forgiveness, offering numerous examples of how this influences their behaviour and attitudes. They talk about how it often inspires them to action. For example, the school ambassadors volunteered to help to look after younger pupils at break times, showing acts of kindness. The school song, is, 'Would you walk by on the other side?' This echoes the vision and is sung with great enthusiasm and joy. Prayer and reflection are an integral part of worship. A recent prayer space event, led by clergy, had a deep impact on the school community. This illustrates the importance of the partnership with the local church. Both pupils and adults are able to consider things that they are thankful for such as families, nature and food.

As an outworking of the vision, good mental health and wellbeing for each member of the school community is a high priority. The impact is seen through the outstanding work of the experienced and skilled family support team. Loving pastoral care, rooted in the vision, contributes to a very powerful sense of community in which all are valued. The school is pro-active in identifying needs and tailoring support to individuals, so that all flourish. Staff feel supported and appreciated. They are able to develop personally and professionally as a result of effective and bespoke training. Good practice is promoted through the mutually beneficial partnerships with KET partner schools. The effective, positive reward system and use of restorative justice ensures that behaviour at the school is good. For instance, 'hot chocolate Friday' is greatly appreciated by pupils who are recognised for making outstanding contributions to school life. Weekly Good Samaritan Awards' given to those who have demonstrated the school values, are equally valued.

The school illustrates its commitment to 'love your neighbour' by supporting a wide range of charities such as Comic Relief, Children in Need, Water Aid and Earth Day. As well as this, pupils have initiated their own events in response to a variety of issues. These include organising a cake sale to raise funds for the Red Cross Earthquake appeal. At harvest time, the school supports the One Can

Trust, helping the local homeless. Monthly Good Samaritan challenges encourage pupils to support their communities beyond the immediate school community, such as litter picking and working in local allotments. Staff, pupils and their families articulate the transformational impact that helping others has on their lives. Opportunities to explore injustice globally are less developed.

The enquiry-based RE curriculum is carefully crafted, offering opportunities for working together on challenging tasks. This ensures that all pupils can access the subject creatively, developing high aspirations for themselves and others. Pupils are confident in expressing their own beliefs and worldviews, crediting the school in helping to shape them. They know that their opinions are valued because they are always treated with dignity and respect. The RE curriculum is enhanced by visits to places of worship, including the church in Hughenden. Year 2 pupils visit a local mosque to support their unit, 'Does going to a mosque gives Muslims a sense of belonging?' Older pupils enjoy visits to the Hindu temple at Neasden. Members of the clergy from St Michael's support their curriculum learning. For example, such as when exploring the key question of, 'Is forgiveness always possible for Christians?' Parents from different faiths are encouraged to share their beliefs and customs with the school community. This is greatly valued by all. Partnership with the diocese brings invaluable support for the effective RE leader.

The quality of teaching and learning in RE is good. The well-sequenced programme of study ensures that pupils build on secure foundations in learning. Pupils of all abilities meet challenges posed in RE with confidence and achieve well. There is a very effective monitoring schedule based on lesson observations, book scrutiny and pupil feedback. The school ensures that all pupils, including the disadvantaged and vulnerable, make good progress and flourish in the subject. The school therefore meets the expectations for RE in Church schools effectively.

The inspection findings indicate that Great Kingshill Church of England Combined School is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 21 November 2023 | URN | 145245 |
| VC/VA/Academy | Academy | Pupils on roll | 420 |
| Diocese | Oxford | | |
| MAT/Federation | Kings Education Trust | | |
| Headteacher | Suzanne Best | | |
| Chair | Chair of Local Advisory Committee, Ryan Savage | | |
| Inspector | Jenny Earp | No. | 288 |