



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

Wingrave Church of England Combined School	
Address	Twelve Leys, Wingrave, HP22 4QG

### School vision

At Wingrave Church of England School we want to create a proud, inclusive community of creativity, challenge, curiosity, love and joy. By learning new skills and knowledge, we strive to shape our lives by nurturing one another and growing together in shared spirituality and Christian values.

“The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter.”  
(Matthew 13:31-32)

### School strengths

- There is a clear Christian vision, which is theologically underpinned through biblical teaching. Leaders ensure the vision drives the strategic and day-to-day working of the school.
- Inspired by the vision, staff welcome and nurture pupils and parents as unique gifts. Pupils new to the school settle quickly as valued members of the school community.
- The vision drives a culture of support and inclusion. Leaders ensure that there is effective provision for pupils with additional needs in a strong, caring community. Likewise, staff are valued and developed in their professional roles.
- There is effective support for mental health and wellbeing of pupils and adults. This ensures a safe, protective environment which enables all to flourish.

### Areas for development

- Ensure that leaders’ monitoring of the impact of the school's Christian vision is robust and systematic. This is to evaluate and increase its effect on the flourishing of pupils and adults.
- Make sure that planned opportunities for pupils’ spiritual development are explicit. This will enhance the flourishing of spirituality for pupils and adults through experiences in collective worship and the curriculum.
- Extend the breadth of the curriculum in religious education (RE), so that pupils develop an understanding of non-religious worldviews, in addition to the coverage of world religions.

### Inspection findings

Pupils and adults grow in knowledge and love at Wingrave Church of England Combined School. This is due to the clarity and focus of the school’s distinctive Christian vision. Firmly underpinning this vision is the biblical parable of the mustard seed, which grows strong and provides shelter. The Christian vision appears as the ‘vision tree’ all around the school. School provision forms the trunk, branches represent academic growth, and the leaves show the Christian values and morals. It is accessible, well known and used across the school. The language of ‘roots’, ‘growth’, ‘fruits’ and

‘shelter’ permeates school life. Leaders focus on the vision to drive and determine the strategic direction of Wingrave as a Church school. This includes forming strong mutual partnerships with local schools and ensuring that funding is targeted to where it is most needed. However, there is limited monitoring of the impact of their Christian vision by leaders. This lack of robust and systematic evaluation restricts their understanding of the full extent to which the vision enables pupils and adults to flourish.

The ‘branches’ of knowledge, skills and learning are central to the school’s Christian vision. This supports pupils to grow academically and socially through a broad curriculum. Driven by the school’s vision, the curriculum and extra-curricular opportunities shape pupils’ character development and increase in knowledge. The skill of self-evaluation is taught well by adults. This results in pupils who reflect accurately on their learning. The school has a shared approach towards spiritual development. Inspired by the vision, pupils engage with big questions across the curriculum. For example, in science pupils discuss ‘How many universes are there?’ These discussions encourage pupils to become curious, articulate and respectful of one another’s views. However, pupils do not always recognise these opportunities as supporting their spiritual development. Ensuring these moments are planned consistently, and delivered explicitly, will enhance the spiritual flourishing of pupils and adults. Arrangements for pupils with special educational needs and/or disabilities and those deemed vulnerable, are effective. Leaders have detailed plans for their support and development. Staff are well supported with training from leaders and external providers. Training from the diocese has developed their understanding of spirituality. Engaging in additional qualifications has enabled them to thrive and grow into new roles, in line with the vision.

Prayer is an intrinsic part of school life. Pupils and leaders describe how these times are inclusive and invitational. Leaders use language carefully to help participants feel included. There is no compulsion to sing, pray or engage. Pupils respect one another’s choice to participate. Collective worship provides an opportunity for the school community to join together, reflect and celebrate. Acts of worship are linked to aspects of the school’s vision or personal, social, health and economic education (PSHE) themes. Leaders link Bible stories, and the teachings of Jesus, to life today. Older pupils lead acts of worship with their class. These focus on aspects of the school’s vision or good causes in which they are interested. This affords an opportunity for pupils to engage in planning and delivery, and enhance their own sense of spirituality. Opportunities for spiritual development in collective worship, however, are not always explicit. Developing this clarity would support pupils and adults to flourish.

Driven by the vision, the nurture of pupils and families is a central feature of the school’s practice. Consequently, relationships within the school, and with parents, are strong. Parents describe the school as a ‘safe haven’ in the shelter of the school’s ‘vision tree.’ The vision results in new pupils and parents feeling welcome and part of the school community, quickly. Parents know that staff are approachable and will make time to listen and respond appropriately. They describe the school as ‘a trusted partner’ and have confidence in the guidance it provides. The peace garden in the school grounds supports this effective provision. Pupils use this space at breaktime and lunchtime. Even the youngest pupils are clear on how this calm space is for ‘being still, quiet and thinking.’ In this area, pupils can regulate their feelings and focus on the natural beauty of God’s world. Leaders support the mental health and wellbeing needs of pupils and adults effectively. They are proactive and highly productive in their approach. For example, individual pupils receive art therapy to help them explore thoughts and emotions. A series of parental workshops has been well attended and appreciated. These provide successful support for parents’ own mental health and wellbeing in addition to that of their children. Governors recognise that the school is becoming a community hub for wellbeing. Offering these services demonstrates the safe, protective environment provided, inspired by the vision.

The school's 'vision tree' encapsulates the importance of growing and branching out. Leaders ensure pupils become outward looking, firm in the secure roots of their vision. The strength of these roots results in former pupils returning to the school. They enjoy sharing with staff how well prepared they were for moving to secondary school. Parents praise the school for encouraging their children 'to fly.' Inspired by the school's vision, pupils take on responsibilities in school. These include roles as school councillors or peer mediators, supporting other pupils with minor disagreements. Pupils actively support local and national charities. This includes the Shoebox Appeal and raising money for cancer charities or dementia causes. However, opportunities for pupils becoming proactive agents of change for social justice are less evident. In line with the Christian vision, partnerships with the community, outside agencies, local schools and the diocese are at the heart of the school's work. For example, members of the local parish run the weekly 'Roots and Shoots' club, which explores aspects of Christianity. This is well attended.

RE is an important component of the whole school curriculum and delivers the school's Christian vision. Effective leadership drives curriculum planning that is thorough and well sequenced. This ensures that pupils build on what they know and gain new key knowledge. Using an enquiry approach helps encourage pupils to explore world religions in a deep and meaningful way. It ensures they can consider opinions and express their views, supported with evidence. Older pupils engage in class debates exploring big questions such as 'Would a book telling people how to live their life be good?' This supports the vision by fostering pupils' understanding and thinking. Pupils enjoy RE and discuss their learning about world religions with interest. However, pupils do not explore non-religious beliefs in RE. This restricts their flourishing by limiting the breadth of their understanding of worldviews.

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

Information			
Inspection date	5 July 2024	URN	110423
VC/VA/Academy	Voluntary controlled	Pupils on roll	216
Diocese	Oxford		
MAT/Federation			
Headteacher	Matt Tomson		
Chair	Elizabeth Freedman		
Inspector	Rob Halls	No.	2106