

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Combined School, Wooburn

Vision

Together we are: growing in strength, growing in wisdom and growing in faith.

We support and encourage each other to be the best we can be. We know that challenges can help us become stronger, more resilient, and more hopeful. Our vision teaches us to keep going, learn from difficulties, and grow together as a school community.

"Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope." Romans 5:3-4

St Paul's Church of England Combined School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision, with its strong biblical roots, is clearly articulated and understood by the school community. The vision underpins and drives life at every level. It gives pupils and adults the confidence to grow in strength, wisdom and faith.
- Enhanced by a thriving partnership with the church, worship is a special time of connection and togetherness, enabling spiritual flourishing. Times of stillness and reflection are embedded and result in a caring prayerful community that surrounds people in difficult times.
- A culture of wellbeing and care for one another powerfully enhances lives and relationships. Pupils and adults are known and valued as the unique person they are within a loving school family. This means that members of the school feel safe, supported and confident to grow in strength and wisdom.
- The vision inspires a thoughtful and highly inclusive curriculum. Staff are motivated by the vision to enable pupils to flourish. Dedicated additional support nurtures those families considered vulnerable and instils confidence in the compassionate care provided by leaders.
- Religious education (RE) is thoughtfully planned. As a result of the well-taught curriculum, pupils develop a mature understanding of a range of faiths and the diversity within them.

Development Points

- Develop the formal evaluation of the impact of the school's Christian vision. This is to ensure that it continues to inform policies, guide strategic decisions and direct the daily life of the school.
- Extend a clear understanding of justice. This is so that pupils can reflect on this within their lives, both in school and beyond.
- Embed the school's approach to spiritual development by planning opportunities for reflection and expression more widely through the curriculum. This is to enable pupils to reflect on their spiritual growth over time.



Inspection Findings

Vision and Leadership

The school's Christian vision is the heartbeat of this supportive and resilient school. Rooted in biblical teaching, the vision of growing in strength, wisdom, and faith has been thoughtfully re-articulated by leaders. This is embedded through school life. The vision provides nourishment and hope through both everyday routines and times of significant challenge. Associated values are lived out as natural behaviours, creating and celebrating a culture where growth is nurtured. For instance, pupils engage with the 'vision tree' in the hall which reinforces the belief that everyone can 'grow'. One pupil's reflection on not having a leaf 'yet' demonstrates an attitude of perseverance and a positive growth mindset. Consequently, pupils develop a mature understanding of how challenges build the character and hope, central to their identity. While monitoring practices are evolving, gaps remain in leaders' formal evaluation of the impact of the vision. This includes that of governors. This limits the school's ability to ensure that the vision consistently informs all strategic decisions and policy development.

Worship and Spirituality

Collective worship provides a calm, reflective rhythm and a welcoming core to the school. Infused with the vision, times of worship inspire pupils and adults to 'grow together as a school community'. Enhanced through the partnership with the local church, it offers a vital space where people find stillness and connection. Pupils and adults share regular moments of peace. Illustrations such as 'stilling soil' are used effectively to communicate how a busy mind can become clear. The impact of this is significant, with one pupil describing how, in the stillness, they can hear "God's quiet whisper". Worship is inclusive and invitational, incorporating joyful singing and grappling with passages from the Bible. The church-led 'Open the Book' sessions enable pupils and adults to think deeply about the teachings of Jesus. Well-structured times of reflection allow people to grow into confident individuals who value themselves and others. This rich provision enhances the spiritual flourishing of both pupils and adults. As a result, school is a safe and prayerful space to grow in strength, wisdom and faith, including during difficult times.

Vision and School Culture

Wellbeing is a priority and is underpinned by warm relationships and mutual care. This culture is fed and sustained by the hope and aspiration of the school's Christian vision. By teaching kindness through the story of 'the Good Samaritan', pupils naturally follow Jesus' 'Golden Rule'. This results in a calm and purposeful environment where people get on well. Practical expressions of this culture, such as the 'buddy bench', strive to ensure that no one is left out at social times. The school is highly effective in supporting individuals during times of loss. Reflective spaces like the 'memory bench' enable pupils to manage emotions in a calm, caring way. Staff rightly feel valued and supported to grow and flourish. For example, by investing in 'connection time' for adults, leaders have ensured that relationships are cultivated. As a result, they feel a greater sense of togetherness and this enhances their wellbeing. Governors are supportive and enable staff to be listened to and cared for. This creates a ripple effect as school values are shared at home, helping the school stay strong and connected.

Vision and Curriculum

The vision inspires a curriculum that is both thoughtful and highly inclusive. It is inspired by high aspirations for all pupils, including those with additional needs, who are known and valued. Leaders have undertaken a thorough review to ensure that learning is accessible and aspirational. Approaches such as 'I'm a clever writer' inspire pupils. Leaders choose reading books carefully to help widen pupils' perspective of the wider world. For example, those reading 'One Plastic Bag' have reflected meaningfully on the impact of pollution on the environment. Enrichment activities, such as musical theatre, are highly inclusive and help pupils experience life in all its fullness. Pupils regularly use the language of noticing and wondering, such as through the Year 6 'wonder wall'. While these encounters provide a strong foundation, planned opportunities for spiritual reflection



are not established. Consequently, the way these experiences extend pupils' spiritual development is not evident.

Religious Education

High-quality religious education (RE) is thoughtfully planned and expertly led, ensuring pupils develop a deep respect for beliefs. Leaders have established a clear vision for the subject that encourages pupils to enjoy learning about different worldviews. With support from the diocese, the curriculum has been recently redeveloped so that knowledge builds logically over time. Whilst the new curriculum is still being embedded, pupils already show that their understanding deepens through the years. For instance, pupils in Year 4 grasp the connection between forgiveness and Easter well. Meanwhile, those in Year 5 can extend this to explain the complex nature of reconciliation. Pupils further connected this concept to sculptures found in religious places. Pupils regularly ask big questions and consider different perspectives with care. Consequently, they develop the critical thinking skills needed to appreciate the importance of faith in the modern world.

Effective teaching enables pupils to make progress and engage enthusiastically with various faiths and non-religious worldviews. Teachers benefit from regular training both from the diocese and within the school. This enables them to teach the updated curriculum with growing confidence. A variety of ways to check learning helps pupils understand how they are doing and how to move forward. Meanwhile, governors are developing clearer systems to evaluate the impact of the subject. In lessons, teachers use challenging questions that prompt pupils to give balanced and well-considered responses. Because they routinely reflect deeply, pupils in Year 6 can meaningfully connect pilgrimage to the concept of a 'thin place'. This approach ensures that they recognise how they grow in faith by forming their own opinions. At the same time, pupils develop the wisdom to respect the diversity of beliefs held by others in their community.

Vision, Justice and Responsibility

Pupils are inspired by the vision to look outwards in support of one another. They increasingly learn about responsibility throughout their time at school, inspired to 'grow together'. Leadership roles and supportive duties enable pupils to contribute to their school and see the impact of their actions. As a result, they are proud ambassadors of their school values, modelling kindness and confidence. Pupils recognise the importance of giving and helping. This has been demonstrated through recent fundraising for charitable causes. Caring for the local environment is understood as an important responsibility, with even the youngest pupils learning to protect nature. Recent 'faith in action' work is enabling pupils in Year 6 to reflect on local issues including pollution and speeding. However, pupils' understanding of the concept of justice, and the responsibilities this implies, is in the early stages of development.

Information

Address	Stratford Drive, Wooburn Green, Buckinghamshire HP10 0QH		
Date	07 July 2026	URN	110469
Type of school	Voluntary aided	No. of pupils	233
Diocese	Oxford		
Headteacher	Charlotte Dennis		
Chair of Governors	Edward Arnold		
Inspector	Mary Sweeney		