Statutory Inspection of Anglican & Methodist Schools

National Society for Education
Church of England & Church in Wales

Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Crawley Church of England First School

Vision

The Village Schools Federation aspires to nurture and inspire every child to experience life in all its fullness.

Our schools are rooted in inclusive Christian values to enable all to flourish by building knowledge, confidence and resilience for the future. We strive to be the best we can be.

'Whatever we do, we work at it with all our heart' Colossians 3:23

North Crawley Church of England First 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

- Strong, compassionate leadership ensures that the Christian vision shapes the school's culture, curriculum and relationships. As a result, pupils and adults at North Crawley flourish.
- Inclusivity is a defining feature of the school's culture. Pupils who are deemed to be vulnerable are nurtured. This includes pupils who have special educational needs and/or disabilities (SEND). Consequently, they thrive in a caring and supportive environment.
- The close partnership with the local church enriches school life and provides valuable opportunities for learning and reflection. The building and its grounds are an integral part of pupils' school experience. This helps pupils to connect their learning about Christianity with a living faith community.
- Religious education (RE) is carefully planned and sequenced. Engaging, practical activities develop pupils' knowledge of religions and worldviews. Pupils talk confidently about their learning, demonstrating understanding appropriate to their stage of development.
- Collective worship reflects the school's vision and provides opportunities for prayer and reflection. Its invitational approach enables pupils and adults to participate in ways that are meaningful to them. This supports pupils and adults in exploring faith and developing spiritually, whatever their beliefs.

Development Points

- Deepen the shared understanding of spirituality and develop a common language to articulate it across the curriculum. This is to ensure that opportunities for pupils' spiritual development are consistently identified and used effectively.

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Inspection Findings

Vision and Leadership

North Crawley is a welcoming school where pupils and adults are valued and encouraged to fulfil their potential. Its Christian vision inspires them to be the best they can be. Rooted in biblical teaching, the vision is regularly reviewed across the federation to ensure its continued relevance. Generations of families have attended North Crawley, helping to establish strong and enduring community connections. Pupils from diverse cultural backgrounds are welcomed and included. They settle quickly, develop friendships and feel a sense of belonging. Christian values shape pupils' relationships and attitudes to learning. They demonstrate these by working with all their heart and encouraging one another to do their best. Older pupils readily support younger peers, strengthening the school's nurturing culture. Federation leaders enrich pupils' experiences through specialist music teaching and wider sporting opportunities. Staff benefit from professional development and shared expertise, enhancing the quality of teaching and learning. Governors provide strategic oversight, recognising the distinctive needs of individual schools. They assist and challenge leaders, ensuring decisions reflect the vision. Their commitment to providing specialist staff across the federation helps ensure that pupils with additional needs receive appropriate support.

Vision and Curriculum

Inspired by the vision, the curriculum develops pupils' knowledge, confidence and resilience. Leaders and governors routinely review its effectiveness to ensure it responds to pupils' needs. Those with SEND receive personalised support that develops their independence. Teaching reflects pupils' individual stages of development rather than their chronological age, enabling them to build knowledge and skills. As a result, they make progress and celebrate success, reflecting the aspiration to 'be the best we can be'. A wide range of experiences enrich the curriculum and broaden horizons. Visits, including a train journey to St Paul's Cathedral, extend learning beyond the classroom. Extracurricular activities are accessible to pupils with differing needs, enabling them to participate and develop their interests. Consequently, they gain confidence, embodying the vision of 'life in all its fullness'. Families champion the school's commitment to helping children grow in kindness. This reflects the emphasis on generosity and care. Opportunities for spiritual development are evident across the curriculum, particularly through outdoor learning. Pupils pause and consider questions of meaning and purpose. However, staff and pupils do not consistently articulate their understanding of spirituality. As a result, some opportunities to deepen pupils' spiritual development are not fully recognised or explored.

Worship and Spirituality

Collective worship reflects the school's vision and Anglican foundation. Leaders work with the local church to plan activities appropriate to pupils' ages. The use of simplified language and creative approaches helps pupils engage more meaningfully in reflection. Worship follows the Christian calendar, making connections with the curriculum and pupils' everyday experiences. Leaders respond flexibly to emerging events, ensuring worship remains relevant. Daily worship takes place in a calm, purposeful environment where participation is invitational. Activities, including adding leaves to a generosity tree and blowing bubbles to represent forgiveness, help pupils to explore values. Pupils know that they can choose to pray or sit quietly and reflect. Adults sensitively guide those who find participation difficult. Clergy and school leaders conduct worship together, demonstrating the close partnership between them. The church and its grounds provide opportunities for learning. Pupils use these for science lessons, while the building provides a cool space for learning during hot weather. Pupils recreate aspects of collective worship at home, including lighting candles to represent the Trinity. These responses demonstrate how worship inspires pupils to reflect on their spiritual lives beyond school.

Vision and School Culture

The vision shapes a caring and inclusive culture in which pupils and adults are known and valued. Staff feel listened to because leaders respond sensitively to individual circumstances and make practical adjustments where appropriate. Professional development and opportunities to work across the federation enhance staff

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expertise and working relationships, enabling them to thrive. The school's longstanding connections with village families contribute to its nurturing environment. Parents and carers particularly value the individual attention their children receive and the sense that they genuinely matter. An extended programme of visits and stay-and-play sessions familiarises pupils with staff and routines before starting school. These arrangements establish trust and a sense of belonging from the outset. The vision informs expectations for behaviour, encouraging positive choices and mutual respect. Restorative approaches help pupils understand the importance of honesty and consideration for others. Strong relationships create a supportive environment where pupils feel secure and confident to seek help. Emotional regulation strategies enable them to recognise and communicate their feelings. Consequently, pupils are well equipped to manage challenges and maintain productive interactions with others.

Vision, Justice and Responsibility

The vision inspires pupils to understand their responsibilities towards others and make a positive difference within their school community. Membership of the Eco Council enables pupils to take the initiative and share their ideas. By guiding younger peers, older pupils take responsibility for others and put their belief of care into practice. These interactions reinforce the inclusive culture and develop an understanding of how to respond to others' needs. The school's values of service and compassion help pupils explore what justice means in their everyday lives. They recognise that generosity can be shown in different ways and that their actions benefit others. Community activities enable pupils to demonstrate these values. For example, pupils contribute to coffee mornings, sharing handmade cards, cakes and songs with residents. Litter-picking also gives pupils a practical way to care for the local environment. Partnerships with the neighbouring church, community groups and the diocese enrich pupils' experiences. Across the federation, leaders work with diocesan advisers to enhance school provision and share effective practice. Together, these links encourage pupils and adults to serve others and strengthen their connection with the wider community.

Religious Education

Leaders' theological expertise underpins the federation's bespoke RE curriculum. Pupils explore Christianity alongside a range of other religious and non-religious worldviews. A two-year rolling programme builds knowledge progressively, accommodating the school's mixed-age classes. Theology, philosophy and human sciences provide various perspectives, encouraging pupils to explore challenging questions and deepen their understanding. Pupils talk confidently about their RE, demonstrating a secure grasp of the concepts they have studied. Leaders prioritise RE, allocating sufficient time and providing resources that encourage creative approaches to learning. Staff contribute to half-termly evaluations, identifying strengths and areas requiring adjustment. Their feedback informs curriculum improvements to ensure that content meets pupils' learning needs. These processes ensure that the curriculum remains relevant and appropriately ambitious. Federation-wide RE training and diocesan links enhance teachers' subject knowledge and curriculum delivery. As a result, pupils develop the confidence to explore religious and non-religious worldviews thoughtfully and with curiosity.

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Information

Address	Church Walk, North Crawley, Newport Pagnell, Milton Keynes. MK16 9LL.		
Date	15 October 2026	URN	110406
Type of school	Voluntary controlled	No. of pupils	28
Diocese	Oxford		
Federation	Village Schools Federation		
Headteacher	Emma Wallace (Executive Headteacher)		
Chair of Governors	Noel Sibbald		
Inspector	Kaye Healy		

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