Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lee Common Church of England School

Vision

Flourishing in Body, Mind and Spirit.

Lee Common Church of England 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 school's Christian vision of 'Flourishing in Mind, Body and Spirit' runs throughout its work. Leaders ensure it is well known, understood and meets the needs of the community it serves.
- Lee Common is a highly inclusive school, where each pupil is welcomed, valued and respected exactly as they are. Leaders relational approach ensures pupils and adults flourish.
- Collective worship is an engaging and inspirational part of each school day. It is well planned and thoughtfully led. Pupils actively participate throughout and respond well to the different styles of worship offered.
- Spirituality is purposefully woven in throughout the life of the school. Although they are still young, pupils talk confidently about their spiritual responses in an age-appropriate way. They can relate these to themselves and their place in the world.
- Wellbeing is a core part of the school's work. Leaders carefully consider the workload of staff. In turn, this allows them to support the needs of pupils and their families in a highly responsive way.

Development Points

- Strengthen the RE curriculum in relation to Christianity so it is taught as a global faith. This is to enable pupils to understand that Christians worship in different ways and in different places.
- Enhance pupils' understanding of justice. This is so they begin to see themselves as change makers on issues which are important to them.

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Inspection Findings

Vision and Leadership

Lee Common is a small village school with a big ambition for the pupils and families it serves. The school's Christian vision, 'Flourishing in Mind, Body and Spirit', is well known and understood by pupils, parents and staff. Leaders, including governors, regularly evaluate its use to ensure it remains relevant to their community. Those with additional needs are carefully supported to flourish as fully as their peers. Pupils know what flourishing means for themselves and for others. They describe how they have improved or achieved in different aspects of their lives. These include key social skills, for example learning to share resources, or achieving a personal target, such as hanging from monkey bars. They are rightly proud of their achievements and generously celebrate their friends' accomplishments. Leaders have identified core values which underpin their vision and these are prevalent throughout the school. Pupils know these values and can talk about when they have used them. The vision and values are consistently modelled by adults. Pupils create visual reminders about them which are displayed throughout the school. This supports the youngest children develop their understanding of values over time.

Vision and Curriculum

Leaders' determination to ensure pupils flourish in body, mind and spirit drives carefully considered decisions about their curriculum. For example, leaders create strategic teams across the federation to promote collaboration. This allows pupils to benefit from the wider expertise available. The school's environment is utilised to maximise learning opportunities. Pupils' individual needs are recognised. Calming spaces are easily accessible for those who need them. This ensures teachers are able to support pupils' emotional regulation as well as their academic progress. Opportunities to demonstrate their core values are built into lessons. Pupils know that success comes from preparation, practice and perseverance. Consequently, they set themselves goals and enjoy their success, sometimes achieving more than they thought possible. Opportunities such as outdoor learning deepen pupils' spiritual responses and develop a sense of stewardship for the environment.

Worship and Spirituality

The daily act of collective worship is an integral part of each school day. Supported by the vicar, leaders carefully plan worship which allows pupils and staff to experience Anglican tradition. The vicar regularly leads worship in school. Pupils enjoy asking him challenging questions to deepen their own understanding of key Bible stories. Leaders continually look for ways to develop collective worship. As a result, training for adults who lead worship has been prioritised. Pupils therefore experience engaging worship led by different adults and in different styles. Being such a small community, worship is intimate and highly inclusive. Leaders skilfully use simple sign language, ensuring accessibility. Pupils are confident to share their own prayers and enjoy singing a variety of songs. They show their spiritual responses to worship in different ways. Adults offer opportunities, such as drawing and modelling, prompting pupils to ask further questions about what has been shared. They articulate their responses easily, using the language of 'ows, wows and nows'. 'Ows' represent negative reactions, 'wows' are positive reflections and 'nows' are active responses. This shared vocabulary enables them to talk about their spiritual moments in an age-appropriate way.

Vision and School Culture

Leaders at Lee Common have developed a highly inclusive culture. Pupils are recognised as unique children of God. They are guided and encouraged to become the best person they can be. Staff know their families well. This enables them to notice small changes and offer appropriate support when required. Staff take pride in walking beside parents and carers at the start of their children's

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educational journey. They place great care and effort into supporting each child and this is appreciated by parents. Pupils are happy to attend school. They enjoy the variety of learning activities which support them to flourish in different ways. They relish opportunities to share their learning with their families, ensuring their education is a firm partnership between home and school. Leaders also prioritise flourishing for adults. Staff are encouraged to explore their personal interests and talents, with training provided to support further development. Successes, no matter how small, are celebrated. This increases staff confidence and motivates them to try new or innovative approaches for their pupils.
Vision, Justice and Responsibility Pupils at Lee Common have a strong sense of fairness. They understand that everyone learns at different rates and that some of their friends need extra support. This is reflected in their understanding that they are all unique. Pupils understand the difference between right and wrong and know they have a responsibility to do the right thing. Relationships are overwhelmingly positive, with pupils able to disagree and challenge each other respectfully. They understand that not everyone in their community has the same life experience as they do. They know the importance of sharing food and talk positively about who might receive and enjoy their Harvest Festival gifts. However, their experience of making a difference to others is wholly led by adults. Pupils are not involved in making decisions about injustice and what action to take. This limits their responsibility for making changes which are important to them.
Religious Education Religious education (RE) is carefully and purposefully planned to develop pupils' knowledge of a variety of faiths and worldviews. Training for teachers is a priority. This enables them to deliver a curriculum which is engaging, accurate and carefully structured. Tasks are skilfully scaffolded which ensures pupils of differing ages and abilities can access the learning. They build up their knowledge over time, recording their thoughts in a variety of ways. Attractive floor books collate their responses, allowing them to refer back to previous sessions and share what they have learned. Pupils talk confidently about their lessons and ask questions, demonstrating a curiosity for further learning. Resources used to teach Christianity currently represent it as a European religion. This limits pupils' ability to understand Christianity as a global faith with a variety of traditions.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Oxford Street, Lee Common, Buckinghamshire, HP16 9JH		
Date	22 October 2026	URN	110428
Type of school	Voluntary controlled	No. of pupils	25
Diocese	Oxford		
Federation	Chiltern Village Schools Federation		
Headteacher	Michelle Green		
Chair of Governors	Fiona Bowers		
Inspector	Victoria Burgess		

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