



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Quainton Church of England Combined Primary School

Lower Street, Quainton
Aylesbury
HP22 4BJ

Previous SIAMS grade: Outstanding
Current Inspection grade: Outstanding

Diocese: Oxford

Local authority: Buckinghamshire

Date of inspection: 18 May 2015

Date of last inspection: June 2010

School's unique reference number: 110447

Headteacher: Gillian Evans

Inspector's name and number: Gill Walley NS 644

School context

This is a small village school with 190 pupils on roll, roughly half of whom come from the surrounding villages. In June 2013 the school was judged to be good by Ofsted. The Headteacher and the Chair of Governors both took up post in the autumn of 2014. The majority of pupils are of White British origin. The number of pupils with special educational needs and the number entitled to free school meals is significantly below average. A small proportion of families worship at the parish church or in other local churches.

The distinctiveness and effectiveness of Quainton as a Church of England school are outstanding.

- Governors now monitor and evaluate all aspects of the school's Christian character thoroughly to ensure that this distinctiveness is at the heart of the school's work.
- Pupils develop their spirituality extremely well and learn about the Christian faith, Anglican traditions and Bible stories because collective worship (CW) is memorable, well planned and suitable for their age range.
- Pupils make good progress from their starting points because the school nurtures them as individuals and encourages them to 'help one another to be the best that they can be'.
- Parents speak very highly of the school and feel that the school respects and involves all families equally well, whether or not they hold Christian beliefs.
- The school works closely with the incumbent and the parish so that pupils feel a part of their community and become familiar with the church and clergy team.
- Pupils behave extremely well and many can explain how the way they behave towards one another and the decisions they make are based on their understanding of Christian values.

Areas to improve

Develop pupils' awareness of the ways in which Christians' worship in different parts of the world by establishing some global links.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

All pupils make good and in some cases outstanding progress because the school encourages them to believe in their own abilities. Pupils feel very well supported and cared for, and know that adults will always help them. The new Headteacher, in consultation with pupils, staff, parents and governors, has redefined the school's mission so that it is firmly based on the Christian values of thankfulness, forgiveness, friendship, trust, endurance and hope. These are very visible around the school and each one is discussed in lessons and Collective Worship (CW). Pupils explain each value in terms of a Bible story or passage and understand that knowing these values helps them make the right choices in life, both in school and at home. They say the school is a 'safe, kind place'. Staff describe the values as 'intrinsic in all that the children experience' and feel they 'help create a community atmosphere' with strong 'pastoral care' which is particularly helpful in difficult times. The school environment reflects its Christian character extremely well and it develops pupils' spirituality, with prayer corners in every classroom where pupils can reflect, handling objects such as pebbles and water, and they can write their own prayers in reflections books. There are symbols and stained glass scenes from the Parables in the corridors to deepen pupils' knowledge of the Christian faith, and quotations of the words of inspirational Christians such as Desmond Tutu. Display boards, such as one reflecting the Ten Commandments, and another showing pupils' reflections about Easter, celebrate pupils' learning in religious education (RE) and consolidate their understanding well. Texts and artefacts from other faiths are also displayed respectfully and this helps to develop pupils' understanding of diversity. Pupils may reflect in the orchard, where they have decorated trees with their own prayers and crosses. They say that these help them to think about the ways in which praying helps them. They behave extremely well and relationships between pupils are strong and supportive. Pupils' spiritual, moral, social and cultural development is excellent. There is mutual respect between adults and pupils and attendance is very good. Pupils are rewarded for showing the values in their behaviour because everyone sees the values at the heart of the school's work. Many children attend JAM Club (Jesus and Me) because they want to learn more about Christianity. Pupils have many opportunities to show how much they care about people in need by raising money for charities in the UK and the Philippines, and for a local school.

The impact of collective worship on the school community is outstanding.

Pupils look forward to worship where they learn about the Parables and other Bible stories. They like 'praying about bad things in the world and hoping they will get better'. They enjoy many opportunities to take an active part, answering questions to demonstrate the depth of their understanding, singing and drama. Worship deepens pupils' understanding of the values and it is planned well so that it is always memorable and relevant. For example, pupils watched a group acting out the Parable of the Paralysed Man and could identify each of the values in the story. They reflect on how they can apply what they have learnt in worship to their own experiences. Pupils develop their spirituality extremely well by writing and repeating Christian prayers during collective worship and in their classrooms. They say that looking at the three candles during worship helps them to focus their thoughts and it reminds them of the Trinity. To help pupils understand the Trinity each child has drawn and displayed an apple, and they explain that the three parts, the core, flesh and skin, remind them of God the Father, Son and Holy Spirit. Pupils develop a very good understanding of the life of Jesus, many Bible stories, the seasons of the Church year and the liturgical colours. They say they are inspired by singing Christian songs together. Pupils express their views about recent acts of worship so that school leaders, governors and teachers can judge the impact that worship has and be sure that it is meaningful and enjoyable. Pupils often plan and lead worship, which is always closely linked to the values. Parents are also invited to give feedback on the acts of worship which they attend. Pupils look forward to regular visits from the incumbent and members of the parish who lead their weekly worship. Parents and members of the community are now invited to join them in worship once a week, and this has strengthened the links between the community and the school. Pupils and parents also look forward to services held in the parish church at special times of the year such as Harvest, Remembrance Day, Christingle and Easter. This also helps them to become very familiar with the building and the purpose of different features such as the font, altar

and pulpit. Pupils of all faiths and those with no faith background, and their families, look forward to worship and feel included and respected. They feel that Christian values are ones which help all children in making good choices. However, they do not have opportunities to develop their understanding of the different ways in which Christians worship in other parts of the world.

The effectiveness of the leadership and management of the school as a church school is outstanding.

Staff, parents, governors and pupils can explain how the new Headteacher has developed the Christian distinctiveness of the school. She has consulted everyone in selecting the six core Christian values and everyone knows how important they are. Pupils succeed because all staff want the best for each child and support them well so that they reach their potential. They make good and often outstanding progress in RE because the RE leader monitors well and supports all staff well in delivering lessons and assessing pupils' progress. Staff are confident to promote the distinctive Christian character of the school because there is thorough induction when they join, and ongoing support from the RE and worship leaders. The RE leader also organises special RE focus days when pupils can deepen their understanding of Christianity. Staff, parents and pupils are extremely proud of the school's Christian character and feel that the ethos underpins everything else. Leaders reflect constantly and have identified some areas for further development including making the outdoor reflection area more accessible for pupils. Leaders work in very close partnership with the Diocese and benefit from this source of external support and validation. The Headteacher and staff are extremely good role models for pupils so that they understand what it means to be a Christian, and can make decisions based on that understanding. Governors and senior leaders monitor lessons and acts of worship regularly so that their evaluation is based on a sound understanding. Governors feel that maintaining the Christian distinctiveness is of the fundamental importance and its ongoing development is a key priority in the school's improvement plan. Parents share this view and they are informed about the value which is being developed each half term so that they can support their children by discussing and expressing it at home. They say that all families feel equally involved and respected and the school feels like 'one happy family'. They feel that understanding Christian values helps their children to make decisions out of school. They are impressed with the depth of their children's knowledge and their interest in discussing questions which have many answers. They say that through the school children of different backgrounds are united and that this prepares them well for growing up in a multicultural society. Parents have been consulted about the Christian distinctiveness recently and their views now contribute to improvement planning. Parents feel that the Christian distinctiveness has been strengthened considerably by the new Headteacher, for example by arranging workshops to develop the children's knowledge of the Bible. There is a closer partnership with the parish church so that pupils feel that they are part of the parish community and some choose to attend the church on Sundays as a result.

SIAMS report May2015 Quainton Church of England Primary School, Quainton, Aylesbury HP22 4BJ