

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Padbury Church of England School			
Address	Winslow Road, Padbury, Buckinghamshire MK18 2AP		
Date of inspection	31 January 2019	Status of school	Voluntary Aided Primary within The Oxford Diocese Buckinghamshire Schools Trust
Diocese	Oxford	URN	110413

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context
Padbury CE is an aided primary within the Oxford Diocese Buckingham Schools Trust (ODBST). It has been part of the ODBST for about a year. It has 98 pupils on roll which is almost double since the last inspection. The school has low levels of religious and cultural diversity. The proportion of pupils who are considered to be disadvantaged is well below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The headteacher is new in post this academic year.
The school's Christian vision
'I am the vine; you are the Branches. If you remain in me and I in you, you will bear much fruit'. (John 15:5) Our purpose is to develop a love of learning within a nurturing Christian community in a way that enables every child to be the best they can be and to flourish in an ever- changing world. Aspire, Achieve and Grow Together
Key findings
<ul style="list-style-type: none"> • Although the SIAMS evaluation schedule, the ODBST and the headteacher are new, the Christian vision is clearly articulated and well understood impacting children and staff positively. • The leadership of the school at all levels clearly holds Christ as the vine at the core of their work. This results in collective worship and religious education that prosper the school's Christian vision. • Progress for all pupils has not been as high as it should. However, school leaders, utilising diocesan and ODBST support, are eradicating underachievement so that progress for pupils is rapidly rising. • The school is now intentional in providing the fertile soil for personal growth and learning. Children and adults feel wholly accepted and loved, safe and challenged to be the best they can be.
Areas for development
<ul style="list-style-type: none"> • Demonstrate the impact of the school's Christian vision by ensuring progress for all pupils is consistently good or better in all subjects. • With diocesan support, deepen still further an understanding of leadership in church schools so that all leaders, including those based in the ODBST, continue to grow the school as a church school. • Revise the curriculum plan and spirituality policy to clearly identify how the biblical basis of the school's vision will be developed and communicate this to parents, children, staff and ODBST.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels in enabling pupils and adults to flourish?

Inspection findings

The inspirational and skilful headteacher embodies the school's Christian vision. Her relentless pursuit of inclusion and openness draws everyone into an understanding that their presence and role is fundamental to the school's fruitfulness. As a result, she is revolutionising this church school through a clear sense of shared purpose. The headteacher is successful in helping stakeholders state what is important about this school and community and to shape that as the enticing new vision. Consequently, the Christian vision arises from the people and the existing qualities of this church school. With renewed focus and energy, the vision has become embedded rapidly.

The vision shapes the decision making of the governors. They readily articulate that the central vine of the school is Christ, the source of all its fruitfulness. Their decision to join a Church of England school's trust to secure this church school's future exemplifies this. Governors see that radical inclusion, deep hospitality and Christian community will result in the flourishing of children and adults alike. The church school dimension is monitored carefully through their faith committee, seeking the views of parents and children. As a result, they are bringing about improvements by challenging the school to aspire and achieve. The committee itself is a result of development from the last inspection, representing good progress. Involvement by governors in the 'excellence in governance' programme exemplifies their commitment to aspire, achieve and grow together.

The school is committed to the flourishing of the children and staff. It skilfully grafts in the support and challenge of the diocese, ODBST and St Mary's Church to do this. This support is invaluable in developing an understanding of itself as a church school and in distilling its vision. However, while leaders exemplify the vision and Christian approach, an understanding of the expectations of church school leadership is at an early stage both for the school and ODBST. An understanding of the SIAMS evaluation schedule as a developmental tool is also at an early stage, limiting its impact.

The curriculum is shaped around big questions allowing pupils to explore themselves and their world. The school develops pupils well socially, morally, culturally and spiritually through wide curricular and extra-curricular provision. Parents rightly delight in this school because they see their children developing in confidence. This enables pupils to accept the challenge of new things and to persevere in the realisation of their aspirations. The school's planning document for spirituality is supporting staff in ensuring spirituality is progressive and intentional. However, the curriculum and spirituality document do not demonstrate how they dovetail to the biblical underpinning of the vision.

Historically, pupils have not achieved as well as they could, especially higher attainers and particularly in mathematics. With effective support, the school vision is now driving the present focus on raising aspirations for pupil progress and achieving together. Staff are committed to eradicating any barriers to learning so that all pupils flourish. This is effecting rapid improvement, with children progressing much better and growing in hope and aspiration.

In a locality of limited diversity, RE makes an important contribution to the school's Christian vision and being outward facing. High quality RE provision is helping pupils to see that differing faiths and world views contribute to making fruitful communities. The school is proactive in honouring diversity of religion, ethnicity and gender which means pupils see the humanity of everyone. Effective planning results in lessons where pupils explore spiritual, religious and philosophical thought. In a safe space, pupils are taught to navigate respectful disagreement. An example is the recent class discussion on perceptions arising from the way people dress. RE develops pupils' spirituality effectively, for example, in exploring the Hindu creation story through dance, music and poetry. As RE provision reflects the Church of England's statement of entitlement, pupils' religious literacy and skills flourish.

In a rapidly changing world, the school is successful in helping children to see that their school is a branch of a larger human story. It makes clear that pupils need to play their part for the fruitfulness of all people. Consequently, pupils engage in charitable concerns including supporting 'their Ugandan granny' through the Quicken Trust. Further, in the foundation stage, the green shoots of social justice are evident in a topic on oceans and recycling plastic.

Inspired by the vision, relationships at the school are based upon respect for others and their inclusion. This clearly impacts the pupils' exemplary behaviour and the sense of team for the staff. The school's Christian values are shaping pupils who express a definite sense of right and wrong. Pupils have opportunities to lead to test out their moral compass, for example, through the school council. Where things do go wrong in relationships, pupils are well supported in making moral decisions and considering forgiveness and reconciliation where appropriate. The school's anti-bullying and safeguarding practices are robust, and reflect the Church of England's statement of best practice, 'Valuing All God's Children.'

The school's commitment to mutual flourishing makes it acutely aware of the emotional, mental and physical wellbeing of pupils and staff. Recent training in supporting mental health is illustrative of this. Staff, pupils and parents are clear that when need arises, people and structures are there for support. The local priest is proactive and effective in pastoral care for all when required. The school's vision is shown in the understanding that the fruitfulness of the vine depends upon supporting those in need.

Collective worship is a time where the school community is drawn together in a joyful experience. It reinforces the vision statement of being a community grafted into Christ. Collective worship invites pupils as part of their spiritual growth to encounter God in silence, reflection and prayer. The priest makes a positive contribution and helps the school to see themselves as one branch of the Anglican worshipping community. Anglican forms are modelled, including an awareness of the festivals and church seasons. This is developing a sense of Anglican spirituality. Children are actively engaged in planning and leading collective worship making it relevant to them. Collective worship is carefully planned and reviewed resulting in an experience that includes all. Provision makes effective links between biblical thought and everyday life. However, experiences are not as broad as they could be and so do not fully appeal to pupils' differing spiritualities. Pupils have an appropriate awareness of the Christianity but have not yet begun to interpret baptism, Eucharist and the Christian belief in God as Father, Son and Holy Spirit in terms of the school's vision of inclusion and fruitfulness.



The effectiveness of RE is Good

Teaching is good with most pupils making good progress. Pupils are reaching the expectations of the locally agreed syllabus for RE as a consequence. Appropriate assessment practices help to shape tasks to the needs of the children. Green for growth marking strategies are effective in deepening pupils' learning as they reflect on past lessons. The big questions approach, open ended tasks and visits, for example, to Milton Keynes Synagogue are effectively challenging more-able pupils. Learning tasks in RE are varied and well planned. The use of the 'Understanding Christianity' resource is deepening learning, resulting in pupils with a good understanding of Christianity. Their knowledge and understanding enables them to compare and to contrast beliefs and faiths with thoughtfulness. RE is well led so that teaching and learning are carefully monitored, bringing about improvements in lessons.

Headteacher	Lucy McFarlane
Inspector's name and number	The Revd Dr Jason Phillips (598)