



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Maids Moreton Voluntary Aided Church of England School	
Avenue Road, Maids Moreton, Buckinghamshire MK18 1QA	
Current SIAMS inspection grade	Outstanding
Diocese	Oxford
Previous SIAMS inspection grade:	Good
Local authority	Buckinghamshire
Date of inspection	23 May 2017
Date of last inspection	May 2012
Type of school and unique reference number	VA infant school 110438
Head teacher	Keira Ainsworth
Inspector's name and number	Gill Walley NS 644

School context

This is a one form entry voluntary aided infant school with 55 pupils. It recently changed its status to strengthen its Christian character through a closer partnership with the Diocese. It has strong links with the parish church and was judged Good by Ofsted in March 2017. A small proportion of families worship at the parish church. The school has a mixed socio-economic population with a growing number of pupils from social housing outside catchment. Most are of White British heritage, while others are from various minority ethnic backgrounds. The proportions with EAL, SEN or who receive free school meals are considerably below the national average. The school population is stable with few pupils leaving or joining part way through their time there.

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

- Pupils understand that the values which underpin the school's strong Christian ethos are rooted in the Bible because they discuss them often in worship and religious education (RE) lessons.
- The school and parish church work in very close collaboration so that the link is mutually beneficial and pupils feel they are members of their local church family.
- Parents feel that their children are very well supported because the school is inclusive and treats each child as an individual made in the image of God, nurturing them to achieve their potential.
- Governors are closely involved in robust monitoring and evaluating of the Christian distinctiveness and contribute significantly to its ongoing development and improvement.

Areas to improve

- To develop pupils' deeper understanding of the ways Christians live and worship in different parts of the world.

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

Explicitly Christian values are depicted very effectively in the entrance area so that pupils can clearly see how well these eight values are 'woven' through the life of the school. One parent said: "Maids Moreton School not only teaches these Christian Values but they also 'live it' day by day". Pupils can explain the Biblical context of the values because they are discussed regularly in ways they can relate to. For example, they understand the value of

courage because they know the story of Daniel in the lion's den. Pupils are rewarded when they display a value towards their classmates. The school's strong Christian ethos ensures that all children are supported extremely well so that they make consistently good or better progress, and achieve at least in line with national expectations and often above them. This ethos also underpins the school's policies such as attendance, where families are constructively helped to overcome any difficulties they may have in bringing their children to school regularly and on time. Relationships are extremely harmonious so that pupils say they feel safe and well looked after, and that adults will always help them when needed. Behaviour is exceptionally good and even the youngest pupils explain that they forgive one another if they have quarrelled because Jesus forgives them when they say they are sorry. Pupils have many opportunities to develop their spirituality and talk of the conversations they have in lessons and worship. These help them to apply their understanding of what it is like to be a member of a Christian family to their own lives. There are many Christian displays and symbols to remind them of the Christian character of the school. There are well used reflection areas in the classrooms where they can spend quiet time, share their thoughts, write prayers and read Bible stories, and there is also a well used tranquil garden area. The highly engaging RE curriculum, the range of learning experiences and the school's strong emphasis on the links between Christian and British values support pupils' strong social, moral and cultural development. However, pupils' understanding of Christianity as a world faith is less well developed.

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

Worship is a focal point in the day and pupils say how much they enjoy it and are always invited to take an active part. This may be through drama, explaining their understanding or reflection. They enjoy 'praising God together', 'reading their own prayers' and 'knowing about Jesus'. Worship is predominantly Christian and develops pupils' understanding of the Biblical basis of the values. For example, they acted the Parable of the Lost Son to help them understand forgiveness. Pupils also learn about the life of Christ, the church year and the main religious festivals as well as occasions such as Harvest and Remembrance. They often talk about the ways these times are marked in different parts of the world so that they begin to see Christianity as a world faith. They join in 'sacred songs' with great enthusiasm and their very respectful behaviour demonstrates the importance they attach to daily worship. They have helped to design a new back drop depicting their favourite Bible stories. Worship is led by many adults including staff, visitors and members of the parish congregation, so that pupils experience a range of styles. They particularly look forward to weekly visits from the parish team, as well as regular visits to the nearby parish church, both for services at special times in the Christian calendar and to learn about the church as a special place. All pupils, irrespective of their own beliefs, are included, they feel equally valued and respected and able to apply the themes to their lives. Parents say their children talk about what they have learnt through worship at home because it is so well planned, relevant to their experience and delivered in ways they can easily understand. Pupils talk confidently about the Father, Son and Holy Spirit because this has been explained to them in terms they can understand, as being like the seeds, flesh and skin of an apple. Governors and senior staff evaluate the impact worship has on pupils rigorously, through surveys and conversations so that they can be sure it always meets pupils' needs extremely well. Aspects which could be improved are incorporated into action plans for further development.

The effectiveness of the religious education is outstanding.

The RE leader provides excellent support for staff in planning and delivering highly creative and engaging lessons which are suitable for the age of the pupils. She monitors teachers' planning to ensure that their lessons provide pupils with enough challenge so that they achieve well and make very good progress. She monitors teachers' assessment records rigorously so that she knows that a large proportion of pupils exceed national expectations in RE and are working at the same level as in other subjects. She also checks that lessons include plenty of opportunities for pupils to ask questions and discuss views with one another rather than simply learning the key facts. New staff are particularly well supported and accurate evaluation enables the RE leader, along with head teacher, to devise an action plan so that outcomes in RE continue to improve. Pupils say how much they enjoy RE because the lessons are exciting and allow them to take an active part, for example through role play and drama. They deepen their knowledge of the life of Jesus and stories from the Bible and often discuss how they can apply the messages of these stories to their own lives. They also enjoy learning about other world faiths and

talking about the differences and similarities. RE supports pupils' spiritual, moral, social and cultural development well and provides them with many opportunities to reflect and to consider topics from a range of perspectives. Visitors and visits to the church broaden pupils' experiences, for example in understanding the needs of others and how they can respond to them. The school has used innovative ways of developing pupils' understanding, for example through Multi Faith week and Diversity week. These highly memorable experiences have helped pupils to realise that others in the community live and worship in different ways but that all faiths share similar values, festivals and customs.

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

The head teacher is an excellent role model and she promotes the school's distinctive ethos extremely well. The school's vision to provide its pupils with a Christian foundation for life and a respect for all beliefs, is of central importance. Leaders and governors identify the impact that the Christian values have on pupils' behaviour and attitudes, and on relationships within the school and community. These values underpin school policies and the constant drive to give every pupil the best possible start to their education. The head teacher and RE leader, together with governors, evaluate the Christian distinctiveness; they identify ways this can be improved and monitor progress towards these targets. For example, a new back drop has been commissioned which helps pupils to focus their thoughts on Christianity during worship. Creative activities such as learning about Westminster Abbey through a video link give pupils highly effective and memorable opportunities to develop their understanding. Leaders seek and respond to the views of pupils, parents, staff and the wider community so that all groups are actively involved in promoting the Christian character of the school. They have established stronger links with the Diocese through their change of status from voluntary controlled to voluntary aided, and the school benefits from this close partnership. The curriculum provides many opportunities for pupils' spiritual, moral, social and cultural development and their understanding of British values. The school has extremely strong and mutually beneficial links with the parish. For example, pupils take part in many parish events, the church uses the school's premises regularly and provides a team who lead worship each week. Parents value the completely inclusive nature of the school so that all families are valued irrespective of their beliefs. They appreciate how well the school prepares their children for life by helping them to understand how others worship. They regard the atmosphere of the school as 'being one family' where pupils learn to be tolerant and respectful. One parent said "I am encouraged that there are these schools that are teaching the young children of tomorrow how to live, be kind, gentle, thoughtful, respectful and mindful of others in this ever changing world in which we live." The statutory requirements for RE and collective worship have been met and governors have given due consideration to the future leadership of this as a church school.

SIAMS report May 2017 Maids Moreton Voluntary Aided CE School, Maids Moreton, Bucks MK18 1QA