

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cuddington and Dinton Church of England School			
Address	Upper Church Street Cuddington Buckinghamshire HP18 0AP		
Date of inspection	29 November 2018	Status of school	VA Primary
Diocese	Oxford	URN	110452
Overall Judgement		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 Judgement			
The impact of collective worship		Good	
The effectiveness of religious education (RE)		Good	
School context			
Cuddington and Dinton is a smaller than average primary school with 179 pupils on roll. The school has low levels of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is slightly above the national average. The school occupies a split site, with infant and junior sites located in neighbouring villages several miles apart.			
The school's Christian vision			
'Let your light shine', Matthew 5:16 is the central vision underpinning everything in this happy school community. Everyone is encouraged to shine as individuals through the clearly understood values of love, respect, trust, resilience, belief and integrity, all of which are firmly rooted in the Christian faith.			
Key findings			
<ul style="list-style-type: none"> • The headteacher's clear Christian vision is key to the school's success and her strong spiritual leadership is evident in all aspects of school life. • There is a clear articulation of the Christian vision that enables all members of the school community to work together and support each other well. • The school's vision, captured in its caring, nurturing environment, supports vulnerable pupils in their learning very effectively. • Imaginative collective worship offers everyone the opportunity to engage, whilst allowing the freedom for those of other faiths and none to be present with integrity. • The school is effective in ensuring that RE expresses the Christian vision, enabling pupils to develop a good knowledge and understanding of Christianity and other world religions. 			
Areas for development			
<ul style="list-style-type: none"> • Ensure the school's Christian vision is reflected clearly in all school policies, documents and on the school website in order to make this explicit to all. • Establish links with schools in other areas of the world in order to develop a deeper understanding of Christianity as a global world faith. • Extend pupils' input into collective worship so that they have a more effective and systematic involvement in evaluation. 			

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

There is a powerful ethos, based on its vision and associated values pervading the whole fabric of this deeply Christian school. This is because leaders have developed a Christian vision that reflects Cuddington and Dinton in its unique context. Because of effective monitoring and self-evaluation, the school's original foundation is maintained, while biblical teaching roots the school vision. Leaders are proactive and engage with current developments. As a result, the school has trained its own teachers and several have moved on to lead other church schools successfully. The school uses its vision to shape development plans and school policies, but this is not yet fully reflected in all the school's documents.

Strong, effective partnerships, particularly with the church and local schools are mutually beneficial. Staff are well supported through effective diocesan training. The partnership between the church and school is strong. For instance, the church clubs, 'Nod to God' and 'Snic Snacs', give value. Parents appreciate the open-door policy at the school. This means that any worries or concerns are usually dealt with promptly and satisfactorily. The recommendations from the previous SIAMS inspection have been addressed successfully.

Senior leadership support staff well in ensuring that all pupils, including those who are vulnerable, reach their full potential. They enable the school to meet the academic and spiritual needs of every pupil. This is because the curriculum and extra-curricular experiences are shaped by the Christian vision. Interventions and quality first teaching enable pupils with additional learning needs to make progress and flourish academically. Consequently, all pupils make good progress during their time at the school and attainment is often well above national expectations at the end of Key Stage 2, particularly in mathematics.

The whole school community lives out the school's distinctive Christian vision in their social actions at local and national levels. Pupils speak with enthusiasm about supporting charities, in particular the popular £5 challenge. The school's Christian values help them to make good choices about how they live and behave. This was seen in the way pupils, through a sense of justice and fairness, raised money themselves to cover the cost of repairing damaged property at the school. Although pupils are able to access First News to inform them about world issues, they do not have global partners. This means their ability to think globally are limited. Pupils show resilience and work together through the school's use of 'Growth Mindset'. 'If I am stuck, I can use the three things in the Learning Pit to work out what to do next', stated one boy. As a result, pupils recognise that the school's Christian vision and values motivate them to persevere with their learning.

Relationships throughout the school are modelled on Christ's teaching, thus creating an atmosphere where all are recognised as unique children of God. This could be seen in the way a member of staff, who suffered a bereavement recently, felt loved and supported by her colleagues during her time of loss. She said, 'the values thread through everything we do here and everyone helps each other'. The school's behaviour policy is rooted in the Christian principles of forgiveness and reconciliation. Pupils therefore behave well and think the school's credit card rewards system encourages them to make the right choices. The creative curriculum enables pupils to listen to different points of view. This means they are able to disagree well and respect the opinions of others. There are many strategies in place to support the mental health and wellbeing of all at the school. Initiatives such as Friendly Fridays, Tea and Toast and Staff Wellbeing Day, enable all to flourish and live well together.

The value of respect is evident throughout the school and all are treated with dignity. This is because of initiatives such as the buddy system, where pupils support vulnerable pupils with love and care. Effective procedures are in place to protect pupils from bullying. As a result, they feel comfortable in sharing their worries and concerns with staff. They know that any issues will be dealt with promptly and with compassion. Although there is a low level of diversity at the school, leaders ensure that all curriculum areas and collective worship encourage a respect for difference. This can be seen in the way Year 6 pupils attend the Agents for Change conference. Here they learn how to recognise and deal with prejudicial language and behaviour.

Well-planned daily worship is central to the life of the school. This ensures that statutory arrangements are more than met. Creative acts of worship are led by staff, clergy and pupils, thereby ensuring a rich and varied experience for all. Pupils take part in and plan some acts of worship confidently, but do not take a regular role in evaluating worship. Therefore, their involvement is restricted to a degree. The school's Church and School Team (CAST) ensure that the 'Open the Book' sessions have a positive impact on worship. Family assemblies are appreciated by parents, who enjoy 'worshipping together as one'. Prayer is intrinsic to daily school life, supporting and nurturing pupil's spiritual development.

RE is given a priority at the school and is effective in supporting the Christian vision of the school. Consequently, pupils enjoy RE and develop good skills of critical enquiry and analysis. This can be seen in the way pupils respond to challenging questions. These include, 'Can I think of any theological language related to the transfiguration?' and 'Is Jesus the Messiah?' Through the Understanding Christianity initiative, pupils have a growing understanding of Christianity. This is a relatively new initiative, so is not yet fully embedded. The RE leader attends regional training, enabling new developments to be related to staff. The school's RE provision fully meets the Church of England Statement of Entitlement.



The effectiveness of RE is Good

This is because the teaching is good. Staff enable pupils to think deeply about the big questions and to share their ideas confidently. This is achieved through the use of open-ended questioning and by the 'mild, spicy and hot' challenges used in all lessons. There are regular themed events, such as Diwali Days. These, together with visits to different places of worship, enable pupils to learn about other major world religions. Regular monitoring by the RE leader and senior leadership team reveals that all pupils, including those with special needs and the more able, make good progress from their starting points. Assessment shows standards are in line with age related expectations, with some pupils exceeding age appropriate expectations This can be seen across the school.

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