

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Hawridge and Cholesbury Church of England School

### Vision

Our vision is for every child within the Hawridge and Cholesbury family to grow, flourish, 'have life and have it more abundantly' (John 10:10); to be Fascinated, Rounded, Eager to make a difference, Spiritual and have High aspirations, (FRESH) through Jesus' teaching and our curriculum.

We live our vision through our natural setting and our school values:

Respect Teamwork Responsibility Understanding Peace Honesty

### Strengths

- The school's vision and associated values are well embedded and understood across the school community. They inspire and drive leaders' decisions and actions. As a result, there is a clear sense of purpose, enabling adults and pupils to flourish.
- The aspirational curriculum, underpinned by the school's innovative 'FRESH' approach, allows pupils to 'have life abundantly'.
- Collective worship is central to the life of the school. Through space to think deeply and reflect, it influences the lives of those who attend, enabling them to flourish spiritually.
- The vision motivates a key focus on good mental health and wellbeing. Personalised provision enables both adults and pupils to be fully supported.
- The high profile of religious education (RE), together with skilled subject leadership, ensures that pupils achieve well in the subject.

### Development Points

- Ensure that the impact of the Christian vision is evaluated robustly. This is to enable leaders to identify areas for development accurately.
- Deepen pupils' understanding of injustice within the world and how they can bring about positive change. This is to build opportunities for pupils to lead projects that make a difference.



## Inspection Findings

Leaders articulate clearly how the Christian vision informs all strategic development priorities. They are highly aspirational and through their decisions are proactive in ensuring that adults and pupils flourish. There is a strong commitment to provide everyone with the appropriate opportunities, support and encouragement to 'live life abundantly'. This is evidenced through provision such as the school's 150<sup>th</sup> anniversary legacy projects. These include an outside 'cosy corner' where pupils can read and play quietly, as well as a maze. The vision is underpinned by carefully selected values. Pupils refer to them and explain how they enable them to live well together. Examples include respect for others by 'being good listeners who don't interrupt'. They demonstrate good teamwork in PE lessons and by working well collaboratively on design and technology projects. Leaders, at all levels, work closely with representatives of the diocese, benefitting from regular training and engagement. Consequently, they have a sound understanding of current thinking in Church school education. Governors support the work of the school well, but monitoring of the vision is underdeveloped. Therefore, opportunities to evaluate its impact are missed.

The school's inspiring vision shapes the rich curriculum offer with excellent use made of the beautiful, rural setting. It enables pupils to have a multitude of opportunities to become rounded learners, who grow and flourish. The school's innovative approach to learning is clearly defined in policy and practice. The vision is lived out through a philosophy known as 'FRESH' (Fascinated, Rounded, Eager to make a difference, Spiritual and High aspirations). The curriculum is enriched by a rich tapestry of extra-curricular opportunities that enable pupils to live life to the full. Activities including art, football, gymnastics, music, multi-sports and residential enhance the curriculum further. Encounters with nature, such as forest school, investigating wildlife in the pond and gardening, provide opportunities for rich spiritual experiences. Other examples include caring for living creatures such as nurturing chicks in an incubator and watching them hatch. Looking after caterpillars enables younger pupils to be fascinated by the wonder of seeing them develop into butterflies. External visitors, such as local conservationists, support and further enhance the school's 'FRESH' approach. The school has a shared understanding of spirituality which is expressed spontaneously within the curriculum throughout the school day.

Collective worship provides opportunities to gather together, reaffirming the school's vision through stories, song and prayer. These bring moments of peace and calm, offering space to think about the impact of events which might occur locally or internationally. Adults particularly appreciate the time to reflect during times of celebration or challenge. Significant events such as Remembrance Day are commemorated in worship. These enable pupils to understand the importance of peace and show respect in memory of young lives lost. A combination of inspirational hymns and songs are learnt, along with Makaton signing, bringing joy to those present. Bible stories like the parable of the rich farmer enable participants to learn about the importance of sharing with others. The school is fortunate to have the support of a range of clergy from nearby churches. This collaboration enhances worship, thereby contributing significantly to spiritual flourishing. Each classroom has a reflection area displaying books of prayers written by the pupils, which they are proud to share. These support spiritual development further.

Adults' deep care for vulnerable pupils and their families is inspired by the school's vision. A safe place is created for those who face challenges in their lives and learning. Special 'Kith and Kin' sessions allow families to spend time together once a term to work on planned projects. A connection with the natural environment is facilitated, giving families the opportunity to live life abundantly together. These events are greatly enjoyed by those who participate. Pupils are supported to make positive behaviour choices, based on the school value of taking responsibility for their own actions. This is because they are given time to regulate and benefit from healing, restorative conversations. Nurture sessions, together with art and play therapies have a positive impact on pupils' attitudes and approach to learning. The Noah's Ark room provides a particularly special place where



pupils can feel safe and calm. Tailored provision means that pupils are able to access the curriculum, regardless of their individual needs. Wellbeing is a priority, meaning staff feel valued and able to perform their roles successfully. They are well supported professionally and personally, so they flourish at the school.

Pupils actively contribute to living the school's vision through undertaking a range of leadership and pastoral responsibilities. They serve one another proudly as buddies, eco leaders, house captains, school councillors and prefects. Pupils and staff are inspired by the vision to support those in need and the environment. They are eager to make a difference to the local area by undertaking litter picking, planting flowers and growing vegetables. There are regular opportunities to serve others, such as providing local care homes with Christmas hampers of donated gifts. Charities such as Chiltern food bank and Wycombe Homeless Connection benefit by receiving gifts from the harvest festival. Pupils consider diversity and aspects of justice through topics within the school's personal and social health education programme (PSHE). However, pupils' understanding of injustice is limited. This means that opportunities for them to lead social action are not fully realised.

Teaching and learning in RE is very effective and has a high status across all year groups, reflecting the vision well. The curriculum is sequenced appropriately to ensure progression of skills over time. It is taught using an enquiry-based approach, using 'big questions' such as, 'Should believers give things up?'. These enable pupils to hold informed and balanced discussions about worldviews, religions and beliefs. They explore their own ideas and learn to evaluate the opinions of others, promoting respect and tolerance. RE provides a comfortable space where they can ask questions confidently and freely discuss their understanding and learning. Appropriate adaptations ensure all pupils have opportunities to flourish. RE books record a broader picture of teaching. An example of this is the impressive art work undertaken by older pupils studying the life of saints. The use of 'fast feedback' is effective in helping pupils check understanding and what they need to do to make further progress. Members of faith communities and parents of faith are invited into school to share their knowledge and experiences, enriching the RE programme. The diocese supports the school well so that staff feel confident in delivering the RE curriculum.

## Information

Address	Hawridge Common, Chesham. HP5 2UQ		
Date	02/10/2024	URN	110445
Type of school	Voluntary Aided Primary	No. of pupils	178
Diocese	Oxford		
Headteacher	Rosie Phillips		
Chair of Governors	Sue Walton		
Inspector	Jenny Earp		