

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cookham Dean Church of England Primary School

Vision

Our vision is to be a community 'where we all flourish' in all aspects of school life. The parable of The Sower helps us to understand how staff, children, parents and governors can flourish.

The Bible verse from Psalm 16, 'You make known to me the path of life', reminds children that they are on a journey of learning, spirituality and friendship. They are encouraged to be enthusiastic learners who persevere and collaborate to achieve their goals, in a safe and caring environment underpinned by our Christian values of: friendship, peace, endurance, trust, forgiveness, joy and community.

Cookham Dean Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Leaders, including governors, make bold decisions inspired by the Christian vision. Consequently, pupils and adults flourish as unique individuals because of dedicated leaders' commitment to providing the best possible opportunities for personal development.
- The inclusive curriculum is designed with the vision at its centre meaning pupils benefit from the wide range of experiences it offers. Leaders provide tailored support so that the needs of learners considered vulnerable are well met.
- Collective worship is valued by staff and pupils as a meaningful time to come together. It is deeply rooted in the vision and associated values of the school and enhances its spiritual life.
- Leaders actively create a strong culture of care and respect built on positive relationships. Pupils and adults feel valued and listened to with their feedback resulting in positive developments. Beneficial, collaborative partnerships enhance the wellbeing of members of the school and the wider community.
- Through effective leadership, the religious education (RE) curriculum is thoughtfully sequenced. As a result, pupils develop knowledge of a range of worldviews and appreciate diversity.

Development Points

- Extend opportunities to embed spiritual development throughout the curriculum. This is so that pupils can broaden their experiences of reflecting on themselves, others and the big questions of life.
- Enhance pupils' understanding of how to challenge injustice. This is so that they recognise how they can actively make a positive difference to the lives of others.
- Further strengthen learning opportunities in RE so that pupils can explore their understanding in different ways. This is so they can make connections that deepen their understanding of the ways faiths and worldviews are lived out.



Inspection Findings

Cookham Dean is a school that holds individual flourishing at the heart of all its work. Its clear and aspirational Christian vision responds accurately to the school's context inspiring leaders in their strategic decision making. For example, embedding inclusion and equity throughout school life creates a powerful culture of respect and trust. As a result, pupils and adults are valued and encouraged to develop as unique individuals. School leaders, including governors, work together to make the vision a lived reality. They effectively monitor and evaluate the impact of their actions and incorporate feedback from different groups. This leads to improvements in provision for pupils and their families. Leaders actively listen to the opinions of parents and pupils which impacts positively on life in school. For example, neurodiverse pupils help to design accessibility options and a parent group supports wellbeing. Consequently, the vision enriches the lives of pupils and adults and fosters their diverse personal development as they journey together.

Inspired by the vision to nurture individual growth, leaders have developed an inclusive curriculum. They carefully tailor this to meet the needs of pupils considered vulnerable. Adults skilfully support pupils, including those who have special educational needs and/or disabilities (SEND). As a result, pupils feel affirmed in their uniqueness and thrive. Leaders have designed an outward-looking curriculum that includes a vibrant programme of diverse learning opportunities. These broaden and deepen pupils' experiences, for example, of history, music and sport. Therefore, pupils benefit from rich curricular experiences on and off site that nourish the fullness of their lives. Pupils' achievements in a wide range of activities are celebrated in weekly worship. Their values-led behaviours are rewarded ensuring the individuality of every pupil is recognised. The curriculum includes opportunities for spiritual development through song, story, reflection and outdoor 'wild worship'. Therefore, pupils appreciate this dimension of life. However, planned activities to maximise openings for spiritual responses in all subjects are more limited. As a result, the power of the curriculum to foster spirituality is underdeveloped.

Pupils and adults value collective worship as a special time to come together as a school community. There is a shared understanding of spirituality. This enriches pupils and adults' experience of worship because they can recognise their spiritual responses. Pupils who have SEND are thoughtfully supported ensuring their sense of being included in worship. Leaders are clear about expectations and support teachers with planning. They are committed to an ongoing improvement cycle and their evaluation of impact leads to changes. For example, the introduction of different songs and more interactive elements leads to pupils being engaged. They take on active roles, including as worship leaders which involves them and fosters their spiritual growth. The strong relationship with local churches is enhanced through clergy and church members regularly leading worship. This promotes a deeper understanding of the Bible and how Jesus' teachings enrich people's spirituality. As a consequence, pupils extend their knowledge of Christianity and have more opportunities to explore their own beliefs. Pupils benefit from opportunities to lead special services in church which are valued by families and members of the church. They deepen an understanding of Anglican traditions, bind the community together and nourish the spiritual development of pupils and adults.

Inspired by the Christian vision, leaders and staff members share a strong sense of common purpose. Leaders prioritise wellbeing. Staff members feel valued and listened to and their professional development is nurtured. They are compassionately supported, for example, by flexible working arrangements. Staff members know pupils and families well, listening and responding to their concerns. As a result, parents feel that their children are well cared for and their voices heard. Provision of additional support is carefully designed to foster pupils' social and emotional wellbeing meaning they are ready to access learning. Opportunities to reflect on the way their actions



benefit others actively support how pupils and adults learn well together. Leaders are highly reflective and make carefully considered decisions to create an environment in which people thrive. For example, they introduced creative outdoor activities to improve the quality of pupils' play. This means pupils' wellbeing is nurtured and the whole school community benefits from their positive playtime experiences.

The Christian vision creates a respectful culture of justice and responsibility within the school. Pupils have a good understanding of fairness. Leaders work hard to make sure that there is equity. This includes the provision of flexible options for supported participation in whole school events and extracurricular experiences. Older pupils take responsibility for younger ones, in leadership roles and informally, including at playtimes. Pupils have a positive impact in the wider community. For example, they visit a local care home to sing and meet residents who benefit from the visits. As a result, they deepen their understanding of their personal sense of responsibility towards others. Pupils, including school councillors, respond enthusiastically to leading initiatives in school, choosing charities to learn about and actively support. They understand that they can have a positive effect on others. However, the range of opportunities for pupils to engage with issues of injustice is more limited.

Pupils make progress in RE because lessons encourage them to be curious and ask big questions. The enquiry-led approach supports pupils' personal development. As a result, they recognise the importance of understanding their own beliefs and develop respect for the views of others. Teachers accurately assess pupils' attainment at the end of each lesson and unit. This means they can adjust planning to match pupils' needs. However, strategies to embed deepening knowledge and understanding over time are less well established and so the impact of these is not consistently evident.

The RE curriculum is well resourced and effectively balanced. There is a clear plan for teaching about a diverse range of worldviews, including Christianity. Leaders are proactive about their own professional development and well supported by the diocese. They share their updated RE subject knowledge which means that staff members are confident about their teaching. Governors have a positive impact. For example, joint meetings with school leaders and pupils to monitor the effectiveness of the RE curriculum lead to improvements. The curriculum is well sequenced to build on pupils' prior knowledge. This includes younger pupils learning about the main events of the Easter story and older pupils exploring some of the ways Christians celebrate Good Friday in different European countries. Pupils benefit from a wide range of learning activities including first-hand experiences of visiting places of worship. They enjoy RE and appreciate learning about a range of faiths.

Information

Address	Bigfrith Lane, Cookham Dean, Maidenhead, Berkshire, SL6 9PH		
Date	24 June 2025	URN	109960
Type of school	Voluntary aided	No. of pupils	194
Diocese	Oxford		
Headteacher	Fenella Reekie		
Chair of Governors	Claire Phillpot		
Inspector	Gillian Scozzafava		