

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

### Great Milton Church of England Primary School

#### Vision

‘Let all that you do be done in love’ 1 Corinthians 16:14

Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected, and know they belong. Courage, Hope, Respect, Trust, Perseverance, Togetherness

Great Milton 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 actively promote the Christian vision of love. Pupils, including the most vulnerable, feel nurtured and respected, which enables them to flourish.
- Effective development of the curriculum is inspired by the Christian vision. Adults ensure that exciting activities enrich pupils’ experiences. Particular attention is taken to maintain an inclusive learning environment.
- Over time, collective worship provides those within the school community with opportunities to flourish spiritually. Moments of reflection deepen people’s understanding of the Christian vision and how this can be lived out to serve others.
- Adults model positive relationships and build trust. As a result, pupils live out the school values in the way that they respect each other’s differences.
- Leaders share an aspirational vision for the quality of religious education (RE). They support teachers through high-quality training, enabling them to plan an engaging curriculum.

#### Development Points

- Further embed the shared language for spirituality, to develop deeper conversations and explore pupils’ responses to the world.
- Within RE, strengthen pupils’ knowledge of the diversity of beliefs and practice within Christianity, as well as other religions and worldviews. This is so that they understand that people across the world live out their faith in different ways.
- Extend opportunities for pupils to take action to make a positive difference to the lives of those who face injustice. This is to broaden their understanding of how to bring about change within and beyond their community.



## Inspection Findings

Inspired by the Christian vision, leaders create a culture of love and respect. This fosters a strong sense of community within Great Milton. The pride that individuals feel in belonging and working together to uphold the vision and values is evident. This collective commitment significantly contributes to ensuring that pupils flourish within a safe, loving environment. Leaders, including governors, know the needs of their community well. They skilfully establish beneficial partnerships with local organisations that enhance learning activities. Governors are courageous in their decision making, using the vision as their guiding principle. For example, their collaboration with a neighbouring school lives out the values of togetherness and trust. Dedicated staff cherish positive relationships and opportunities to develop professionally. They feel respected and valued by leaders. In turn, they offer practical assistance for families during challenging times, helping pupils to flourish.

Leaders take inspiration from the vision when developing a curriculum that nurtures pupils to grow. They expertly craft a wide range of learning experiences, including local studies, that deepens a sense of belonging. Teachers encourage learners to be curious. They provide them with space to ask questions. For example, when learning about the biblical leader, Joshua, pupils consider what they would ask him. Their consideration of whether he felt fear illustrates their ability to be empathetic. Additionally, the engaging range of clubs and visits broadens pupils' interests and skills. Leaders plan a wide range of high-quality outdoor learning experiences. These activities effectively nurture pupils' love of the natural world while significantly enhancing their appreciation of the local area. Adults skilfully organise activities to ensure that learning is inclusive. Motivated by the vision to promote perseverance and hope, staff empower pupils to take risks. Thus, pupils understand how making mistakes is a natural part of learning and development. This approach is commendable as it encourages pupils to embrace challenges and view errors as opportunities to learn. Although experiences within the curriculum offer opportunities for spiritual growth, the quality of pupils' responses is limited. This is because a shared language to talk about spirituality is not embedded across the school. This limitation hinders the depth and richness of spiritual discussions.

Collective worship provides a precious time for the school community to gather. Reflective singing draws people together, enabling them to focus on themes underpinned by the Christian vision and values. Over time, collective worship offers valuable moments to explore the Christian year and deepen spiritual experiences. Representatives from the local parish enrich the worship life of the school, engaging pupils and extending their knowledge of the Bible. Adults clearly benefit from times to reflect quietly. Those who regularly lead worship sensitively invite people to pray or to sing, reinforcing the inclusive Christian vision of the school. Adults thoughtfully use a range of engaging resources. These prompt pupils to think deeply and respond compassionately. For example, leaders skilfully present 'Refugee Week,' reminding pupils that some people require sanctuary. Pupils and families benefit from visits to the local church and celebrating significant Christian festivals together. Such events reinforce the sense of fellowship.

Pupils are encouraged to consider responsibility and how they can serve each other. 'The Great Milton Way' provides a guide for positive behaviour and attitudes towards learning. This strong foundation underpins relationships. As a result, pupils are calm and respectful towards adults and each other. The use of a specialist anti-bullying programme instils a sense of responsibility in older pupils. They act as positive role models, nurturing kindness and encouraging forgiveness. Leaders creatively use collective worship and the curriculum to develop pupils' understanding of justice. To this end, the school council enthusiastically engages the community in



fundraising. This positively empowers others to consider how they can contribute to charities, such as those that provide for the homeless. Although such activities raise their awareness, pupils have limited regular opportunities to initiate responses to those who suffer injustice. Thus, their understanding of how they can make a positive difference in the wider world is underdeveloped.

Leaders drive an aspirational vision for RE. They seek support from diocesan specialists to ensure that teachers have access to clear guidance. Thus, their evaluation of the curriculum is accurate and they utilise appropriate resources. Teachers have the subject knowledge and confidence required to organise learning activities effectively. This means that pupils' experience of RE is positive. Adults create a safe place for pupils to pose questions and debate their views. Consequently, they develop their religious curiosity. Pupils have a secure knowledge and understanding of the key concepts within a range of religions and worldviews. For example, they can talk about the person of Jesus, his teaching and his significance for Christians. One pupil explained that 'Jesus is described as "the light of the world" because he lights up a dark world.' Pupils are respectful when articulating their learning. However, their deeper understanding of global diversity within Christian beliefs, as well as within other religions and worldviews, is limited.

Empowered by the vision, leaders ensure that the needs of pupils and staff are central to their decision making. Governors regularly evaluate training and the wellbeing of adults. They thoughtfully plan any projects with workload in mind. As a result, staff are well supported by leaders because they are encouraged to grow professionally. Adults creatively seek help for the most vulnerable pupils, enabling them to learn effectively. They pursue helpful links with external agencies and utilise these to support families. In addition, staff provide essential support at challenging times, such as pupils' transition to secondary school. Families clearly value the vision-led culture where their children are nurtured with dignity. For example, the 'quiet club' at lunchtime helps pupils who need to experience calmer playtimes. This actively caring culture, created and sustained by committed staff, enables pupils to thrive. Thus, they enjoy coming to school and embrace the rich opportunities provided for them within this harmonious and happy community.

## Information

Address	The Green, Great Milton, Oxfordshire, OX44 7NT		
Date	17 June 2025	URN	123130
Type of school	Voluntary Controlled	No. of pupils	170
Diocese	Oxford		
Headteacher	Alyson Frost		
Chair of Governors	Chetan Lad		
Inspector	Helen Crolla		