

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

Twyford Church of England Primary School			
<b>Address</b>	Church Street, Twyford, Bucks MK18 4EU		
<b>Date of inspection</b>	22 January 2019	<b>Status of school</b>	VC Primary
<b>Diocese</b>	Oxford	<b>URN</b>	110437

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Twyford Church of England primary school is smaller than average with 105 pupils on roll. The school has very low levels of religious and cultural diversity and no 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 below the national average. A former infant school, Twyford completed its transformation into an all through primary school in 2016. A new headteacher was appointed in April 2018. A significant number of personnel changes took place in September 2018.

### The school's Christian vision

A community where all are encouraged to grow and prosper within a Christian foundation.

Everyone matters: Everyone cares

Jeremiah 29: *'I think of you and I have plans for your prosperity and a future filled with hope.'*

To live out our vision our associated values are: hope, love, trust, honesty, forgiveness, courage, respect and wisdom.

### Key findings

- Leaders have developed a clear and inspirational Christian vision for the school which the headteacher, and governors, ensure is closely monitored and evaluated for impact. The implementation of the school's vision means that pupils, and their parents, are in receipt of very high-quality care and consideration.
- Recent developments in religious education and collective worship closely match the school's vision and are beginning to have a noticeably positive impact on pupils' understanding and engagement in these areas.
- In line with the school vision, leaders invest time in staff development and staff model the values linked to the school's vision so effectively that pupils acquire them too.
- Pupils' developing awareness of the world beyond the school means they are beginning to draw meaningful comparisons between different religions and ways of life.

### Areas for development

- Continue to ensure that the implementation of the school's vision meets the academic needs of pupils so that they all make good or better progress from their starting points.
- More widely embed the new vision so that all learners can confidently articulate what it means for them.
- Build a collaborative understanding of spirituality so that this aspect of the school's vision can be explicitly discussed and developed.

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**

Visitors to Twyford school immediately notice that the love of God for each individual is demonstrated by the way people show love for one another. Strategic decisions, planning and daily life create a culture in which 'everyone matters: everyone cares.' This culture, and the richness of the community's experience, flow directly from the school's Christian vision. Recently reviewed and biblically inspired, this vision emphasises how much God loves and cares for each person and is translated daily into 'loving thy neighbour'. Leaders and some pupils cite the parables of the Good Shepherd and the Good Samaritan to support this. The headteacher is passionately committed to the potential inherent in every exchange to make a positive difference. Consequently, parents describe 'the thread of the Christian ethos that runs through the day'. Pupils simply say, 'Teachers love us, and we love them'. Leaders routinely evaluate the impact of their work on pupils and adults and drive improvements as a result. Parents and staff say they are consulted and listened to. Strong diocesan links support new leaders in developing the school as a church school. Knowledgeable, committed governors act strategically to protect and grow this church school to serve the local community. The move to a primary school in 2016 demonstrates leaders' determination to achieve such service. Recommendations from the last inspection have been fully addressed.

The school's vision shapes the content and delivery of the curricular and extra-curricular programme. An enthusiastic spirit of growth and enquiry run through both. Pupils are encouraged to reflect, question, make links and grow in confidence as unique individuals. Themed weeks focused on global, social, cultural, moral or spiritual issues help them look outwards. Pupils say that school helps them understand the world. They develop strong views about the environment: 'Don't cut trees down!' They are proud of making a difference and try to make life fairer for others in school and beyond. Charitable fundraising and relationships with residents in a local care home build pupils' sense of themselves as able to effect positive change in the world. While opportunities for their spiritual growth are plentiful, there is not yet a shared definition of spirituality to support this provision.

Results show that many pupils match, and sometimes outperform, the academic achievements of their peers nationally. Where performance was recently below national, information shows that leaders have taken prompt and appropriate action to improve it. This is an effective outworking of the vision that all prosper. Rigorous monitoring ensures that all pupils, including those with special educational needs, currently receive good support to do well. Pupils enjoy school and as a result attendance is excellent.

Staff value the time invested in them by leaders as the school has successfully changed and grown. Staff say their role is to 'model God's plan and purpose for each child'. They spend generous amounts of time and thought doing so in, and out of class. As a result, parents testify that staff know and support their children extremely well as individuals. In one example cited this had done 'wonders' for a previously shy child. Staff consistently model values associated with the school's vision such as care and respect. Consequently, pupils replicate this. They understand the impact of personal relationships and sometimes link their behaviour to the school's vision. As one younger pupil said: 'Jesus made friends with some good people and with some bad people to make them better'. In this exceptionally nurturing environment pupils develop confidence in themselves and others. Where necessary they are helped to find a way back if problems occur. They benefit from the school's celebration of their achievements and encouragement to support each other. This means that they notice and help each other socially and in class.

Leaders ensure that the curriculum systematically engages pupils with lives and cultures very different to their own. Creative links across the curriculum add value to this approach. For example, a geography topic on the Americas also looked at how differently Christians worship there. Pupils look out for each other and say that if they do fall out, they quickly become friends again. Policies, parental views and information about incidents confirm that this is a school where pupils respect each other's qualities and differences.

Worshipping together every day strengthens adults' and pupils' understanding of Christianity and the school vision. Parents report that some children discuss it at home. Class worship, introduced recently, enables pupils to focus on issues immediately relevant to them. Prayers written by each class also reflect the school's aim to make God's care as personal as possible for each pupil. Older pupils, in particular, regularly plan and lead worship, taking sole responsibility for it. Some pupils have a strong sense of God helpfully watching over and listening to them. This supports them in prayer, described by one pupil as 'a meeting with God in your head'. Pupils readily understand

Jesus as the light of the world. They talk meaningfully about the Christian belief of God as Father, Son and Holy Spirit, saying that the Holy Spirit 'makes sure you are kind and helpful'. Effective partnerships with local clergy enrich pupils' experience of worship and have led to them developing a prayer space in the parish church nearby. Services held in church are attended by the local community. Parents requested more involvement and are now invited to worship in school every week.

The content and delivery of religious education (RE) has been comprehensively reviewed and developed with strong support from the diocese and national guidance. Ongoing staff training, and evaluation of pupils' learning underpin the implementation of the new programme. Early assessments of high-quality activities show that pupils are being challenged to think and develop personal views. Questions raised reflect pupils' increasingly sophisticated thinking. Examples range from 'What gift would you give to baby Jesus?' to 'If Jesus was sent to restore peace, where is he now?' Pupils say RE is 'fun' and clearly enjoy debate and imaginative activities such as building their own sukkot tent. A thriving link with the local United Reform Church is one example of how pupils learn about other Christian denominations. Pupils respond enthusiastically to visits and visitors who provide an insight into the worship and beliefs of several world religions. Both RE and collective worship are given a high priority in the school.

Headteacher	Judith Bloomfield
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