

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

## Finmere Church of England Primary School

### Vision

Our vision 'One family rooted in love, growing and enabling all to flourish' (Mark 4:1-20) is to ensure pupils and adults grow and flourish in everything they do, no matter their starting point. We aim for all members of our school community to feel inspired and be inspiring, making a positive contribution to the life of others. We know that we need kindness, honesty and perseverance, and these will also help us to flourish. We want to keep our hearts open, be willing to serve, and recognise the blessings that we have.

### Strengths

- Leaders have ensured that Finmere Church of England Primary School has a powerful Christian vision rooted in biblical teaching. This is deeply embedded, lived out daily by the school community enabling adults and pupils to grow and flourish.
- Strong partnerships exist between the school, Warriner Multi-Academy Trust, diocese and church. The varied provision of support, challenge and professional development is strengthening Finmere's work, and as a result, pupils are thriving.
- Leaders have created a loving environment where the academic, social and emotional needs of pupils are well understood. This ensures adults give pupils the right assistance enabling them to develop resilience, grow in confidence, and flourish.
- The provision of a diverse, ambitious curriculum with a range of learning experiences strengthens the teaching at this small school. This enables pupils, including those deemed vulnerable or with special educational needs and/or disabilities (SEND), to be successful.
- A rich provision of daily collective worship offers opportunities for prayer and reflection, deepening the spiritual growth of pupils and adults.

### Development Points

- Leaders to regularly monitor and evaluate the impact of the new religious education (RE) curriculum. This is so pupils gain a deeper understanding of Christianity and worldviews.
- Enhance the range of opportunities for pupils to engage in social action. This will enable them to have a stronger sense of justice and social responsibility that spurs them to take positive action.
- Develop opportunities beyond worship for stillness, reflection and prayer. This is to enrich personal spiritual growth for adults and pupils.



## Inspection Findings

A strong Christian vision enables leaders to create a loving environment where pupils and adults are welcomed and cared for. The analogy of being 'one family rooted in love' meets the needs of this small village school extremely well. Carefully selected and embedded values of honesty, kindness and perseverance, linked to the teachings of Jesus, support the vision. Highly committed leaders work collaboratively with the trust and governors to evaluate the vision and its impact. School and the trust work together in harmony to shape detailed policies and strategies underpinning sound decision-making. This successful partnership enables the school to belong to a larger community on a journey of change and continued improvement. Leaders are empowered to make decisions such as creating a pre-school, extending after school club and staff restructuring. This ensures that pupil needs are exceptionally well met, enabling them to flourish. Staff are encouraged to share their expertise and skills, supporting other schools within the trust. These opportunities allow adults to thrive professionally and feel valued. Training and networking opportunities inspire staff to develop their skills and knowledge. As a result, adults provide quality learning experiences and pupils are well supported in their education.

Leaders have crafted an ambitious and diverse curriculum designed to support the size and locality of the school. This is enabling teaching to mixed aged groups to be successful. Pupils become independent learners through scaffolded tasks, and the provision of challenge activities. Staff effectively support vulnerable pupils and those with SEND, enabling them to thrive. A shared understanding of spirituality is clearly articulated, and opportunities are provided to develop personal spiritual growth. However, explicit occasions to deepen spirituality outside worship are underdeveloped. A variety of extra-curricular activities adds to the richness of the curriculum. After school clubs help to meet the needs of families, as well as promote sport and music. Events such as cricket days, a residential, trips to London and the pantomime enrich the learning experiences offered. Outdoor learning, swimming and 'Bikeability' have a positive impact on providing inspiration for pupils to develop their own life skills.

Collective worship is an intrinsic part of the day which begins with the opportunity to listen to music and reflect. Pupils lead by lighting candles, saying opening phrases and joining in with prayers. Christian festivals, and significant events are acknowledged and celebrated. Worship is inclusive with staff sensitively and effectively, supporting pupils, including those with SEND, to actively participate. The invitation for families to join celebration worship gives a powerful sense of togetherness. This is further enhanced by the strong partnership with the local church. With their support, pupils take on the responsibility of leading stilling and reflective worship across the school. This is positively contributing to the personal spiritual growth of pupils. Regular visitors to the school lead worship which further extends pupils' understanding of Bible stories and the teachings of Jesus. This is enabling pupils to find meanings in the stories and see the relevance in their own lives. Families share how they love times of worship at the church, such as Christmas, Easter and leavers celebration at the end of the year. This enriches spiritual development as they worship God together.

Driven by the vision, leaders create an inclusive environment where wellbeing is a priority. As a small school, they are fully aware of the many roles staff undertake. They understand the impact this has on workload and capacity for change. As a result, leaders have created a strong positive culture of 'together we are stronger'. This enables staff to support each other and work collaboratively as a highly effective team. The warmth and love that permeates the school ensures that pupils are happy, feel safe and confident in their learning. Staff know their pupils incredibly well and what they need to grow and flourish. New pupils settle in quickly and rightly say that life at Finmere is like being part of a loving family. The learning experiences offered support pupils with transitions to new classes, enabling them to move on with confidence, resilience and independence. This further increases the effectiveness of the positive wellbeing culture within the school community. Relationships between staff and



pupils are respectful. Initiatives such as creating a pastoral space and 'Take 5' areas make a positive difference to pupils' wellbeing. This helps them to be calm. A strong relationships policy with restorative behavioral practices enables pupils to treat each other well and with dignity. They are encouraged to develop strategies to control emotions, and to resolve any disputes amicably. Consequently, pupils' behaviour is exemplary, and they thrive.

Inspired by the vision of 'one family' pupils are encouraged to be responsible citizens. For example, as the 'clear-up crew' at lunchtimes. Older pupils value opportunities to mentor the younger ones through a buddy-up system. Team captains are given leadership opportunities, and these responsibilities are taken seriously. Pupils serve the local community at village fetes and community events which create a sense of family togetherness. They positively engage in social action supporting a range of charities including 'Race for Life' and the local foodbank. However, there are few opportunities for pupils to understand how their actions can impact others beyond the local community.

Strong leadership in RE ensures the curriculum is well-planned and relevant to pupils' lives. The school benefits from effective partnerships with the local diocese, accessing training and support, ensuring staff have current knowledge. This is enabling a smooth transition to a new RE curriculum, which is at an early stage of development. Occasions to monitor and evaluate the effectiveness of this have been limited. Pupils are provided with meaningful activities to consider a breadth of worldviews, beliefs and cultures. The teaching of skills and knowledge is through a 'big questions' approach. Experienced practitioners have high expectations and scaffold work for learners, ensuring those with SEND can take a full part in lessons. As they embrace the new scheme, staff are ensuring that they build on pupils' prior knowledge and learning. Consequently, they have a secure understanding of the beliefs and practices of Christianity and other worldviews. This further extends the way that the vision directly enhances the Christian foundation of the school.

## Information

Address	Mere Road, Finmere, Buckinghamshire, MK18 4AR		
Date	09 October 2024	URN	147753
Type of school	Academy	No. of pupils	47
Diocese/District	Oxford		
MAT	Warriner Multi-Academy Trust		
Head of School	Clare Law		
Executive Head	Jane Ridley		
Chair of Governors	Helen Willis		
Chair of Trustees	Duncan Rapier		
Inspector	Paula Shaw		