

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

<b>Duxford Church of England Community Primary School</b>	
Address	St. John's Street, Duxford, Cambridge, Cambridgeshire. CB22 4RA

School vision
Provide high quality, inclusive education in a safe, nurturing and supportive Christian environment. 'Encourage one another and build up one another' Thessalonians 5:11

School strengths
<ul style="list-style-type: none"> <li>• The Christian vision, to encourage one another and build one another up, is known and lived out. It underpins decisions made by leaders for the benefit of the school and wider community.</li> <li>• Leaders have created an inclusive, effective curriculum within a positive learning environment which motivates pupils to learn. Pupils with special educational needs and/or disabilities (SEND) or who are vulnerable, are fostered in nurturing surroundings, enabling them to flourish.</li> <li>• Pupils and adults are part of a strong community where they are appreciated and loved for who they are. Mental health and wellbeing are a priority. As a result, people feel well supported and valued.</li> <li>• The Christian vision inspires pupils to be advocates for change. They explicitly live out the school values of being attentive, imaginative, motivated and spiritual, making a difference by caring for others.</li> <li>• Collective worship strengthens relationships by bringing pupils and staff together. Effective partnerships with the church enriches worship for the wider community.</li> </ul>

Areas for development
<ul style="list-style-type: none"> <li>• Develop a shared understanding of spiritual development so that opportunities for, and examples of, spiritual flourishing can be recognised and celebrated.</li> <li>• Embed ways of learning in religious education (RE), focusing on the three strands of theology, philosophy and human science. Ensure there is a balance of each across the curriculum which enriches learning.</li> </ul>

Inspection findings
<p>The Christian vision permeates through actions and activities at Duxford Church of England Community Primary School. Developed in consultation with many groups involved in the school, it reflects the context of the community it serves. Duxford is a welcoming place. The vision has played an important part in supporting the community to re-build and move forward following a challenging period. It strengthens leadership and drives decisions enabling the Christian ethos to be shared more widely. Embedded in school life, staff and pupils flourish because it shapes the environment, positively impacting on teaching, learning and wellbeing. The values of being attentive, imaginative, motivated, and spiritual are represented by the word 'AIMS.' These impact on the way that adults and pupils conduct themselves. For example, motivating them to succeed. Each value is explored in depth</p>

over the year. Links are made to Jesus' teaching and stories about Bible figures such as Moses. This helps pupils to see how they can be applied to their own lives.

The vision drives the curriculum. It is carefully designed in a creative and inspiring way to engage pupils. Through the school 'AIMS,' they are provided with learning experiences which enable them to be successful. Additional curriculum opportunities, such as science week and links with the Wellcome Trust, raise pupil aspirations for the future. They also deepen and extend their knowledge. By debating worldwide and expert matters such as DNA, pupils understand the significance of life changing science. Pupils speak enthusiastically about these opportunities and are inspired to learn about important global issues across a range of subjects.

Leaders target provision for SEND pupils or those who are vulnerable so that they are effectively supported with specific interventions. Forest school motivates pupils to flourish and thrive as they work together in the natural world. Opportunities to collaborate with others enables them to develop skills in teamwork. This benefits mental health and wellbeing, promoting a celebration of each other's differences as they 'grow at their own speed.' Governors ensure that spending is aligned to the vision. Particular attention is given to prioritising the emotional needs of pupils. This is evidenced through the provision of an emotional literacy support assistant, forest school leader and the nurture room. This is valued by parents.

Collective worship brings the school together. Pupils and adults appreciate it as a time to pause and reflect. By promoting the 'AIMS' as part of worship, pupils are motivated to apply them and take action. Staff and pupils who belong to the collective worship group shape worship so that it reflects the life of the school. It is greatly enhanced by the work of local clergy who work in partnership with the school and offer valuable guidance. This means pupils experience a range of worship styles. Adults and pupils feel welcome, whatever their personal beliefs. Reflecting on the meaning of the worship themes provides opportunities for spiritual development through quiet times. Pupils define spirituality in a range of ways such as by being kind. However, a cohesive, shared definition and understanding of spirituality is not embedded.

Relationships are central to the life of the school. It is a community where individuals are valued as unique and special. Restorative justice, where pupils consider how to take responsibility for their actions, is key to the successful, inclusive behaviour management policy. Pupils want to attend school and behave well because they feel cared for. They are assisted in managing their feelings so that they can learn. As a result, they are happy, polite, and kind. Staff show an understanding of how trauma affects behaviour and model kindness towards each other. The house and buddy system encourages a sense of 'looking out for one another.' Adults welcome the compassionate and supportive actions of leaders who prioritise their wellbeing particularly during challenging times. They feel part of a strong team which enables them to share their skills and experience. Thus, pupils and adults know who to go to when they need help or support. Pupil voice is strong. They encourage their peers and 'build each other up.' Parents comment that the school upholds its vision by placing their children at the heart of everything it does. This creates a calm and productive atmosphere of engagement and learning.

Pupils are concerned about the wellbeing of others. They learn about injustice and feel compelled to challenge it. Pupils talk confidently about situations that they see as 'unfair' and speak out against them. Staff facilitate projects so they have opportunities to take action and be advocates for change. Passionate about helping others, they are motivated to implement fund raising ideas for charities such as Water Aid. Each 'house' group supports a particular charity each year and pupils are proud of their activism. They know that they really can make a positive difference. Engaging with global issues, the eco-council and teachers drive new initiatives to help mitigate climate change. These are integrated throughout the school, and result in changes to the immediate environment. For example,

by including in solar panels, electric charging points and carefully designed air flow ceilings in the new school building. These were a direct result of pupil suggestions.

Pupils learn effectively in RE because provision is planned and delivered to match their needs. Mapped out to take account of the school context, there is a focus on developing skills and knowledge of a range of world religions including Christianity. Debates and discussions based on ‘big questions.’ stimulate philosophical thought-provoking responses. This enables them to reflect on their own views and to consider those of others. Pupils speak with enthusiasm about RE and they enjoy learning about beliefs which enables them to understand how others live their lives. Lessons include consideration of the three strands of learning, theology, philosophy. However, how each one supports learning across the curriculum is not balanced. A shared understanding of what they mean and how they can enrich learning is also not developed,

The inspection findings indicate that Duxford Church of England Community Primary School is living up to its foundation as a Church school.

#### Information

School	Duxford Church of England Community Primary School	Inspection date	25 April 2024
URN	110798	VC/VA/Academy	VC
Diocese/District	Diocese of Ely	Pupils on roll	172
MAT/Federation			
Headteacher	Suzanne Blackburne-Maze Sarah Medley		
Chair of Governors/ Trust Board	Gillian Hinks		
Inspector	Nicola Batt	No.	23/24