

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

### Haddenham St Mary's Church of England School

#### Vision

At Haddenham St Mary's Church of England School we are committed to excellence, care and fun for all. Integral to our approach is the Christian ethos of 'We will sparkle like jewels under the guidance of Jesus, his word being a lamp unto our feet and a light unto our path'. Psalm 119:105

Haddenham St Mary's Church of England 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.

#### Notable Strengths

- Guided by the aspiration to sparkle like a jewel, leaders build caring and inclusive relationships shaped by the example of Jesus. Adults know pupils well. They tailor support so pupils feel happy, safe and are able to flourish.
- Strong links with the village churches root the school in its community. Shared worship and service deepen belonging and mutual flourishing.
- Effective leadership in religious education (RE) ensures a well-planned and sequential curriculum. Pupils build secure knowledge of Christianity and a range of worldviews. They make meaningful connections between belief, practice and life.
- Collective worship is invitational and inclusive. Pupils and adults are welcomed and valued as part of the school community. Pupil leaders work with adults to plan worship that reflects shared values.

#### Development Points

- Strengthen pupils' understanding of justice so they can recognise fairness and unfairness in wider situations, not just their own. This is to help them to make thoughtful, outward-looking choices that consider others.
- Refine age-appropriate spiritual exploration and develop shared language that helps pupils understand inner experiences. This is to enable them to notice and express these experiences with confidence.



## Inspection Findings

### Vision and Leadership

Pupils and adults at Haddenham St Mary's understand the school's Christian vision and show it through excellence, care and fun. The school wishes pupils to succeed and uses language from the vision associated with jewels and sparkling in many aspects of its work. It is well understood and has an impact. The Christian vision rooted in biblical teaching, forms the foundation for decision-making. Its impact is monitored regularly by leaders and governors. Governors ensure that it shapes every aspect of school life, guiding policies and priorities. Their commitment ensures that pupils and adults are treated with care. A recent example is the creation of the sapphire suite, a space dedicated to supporting pupils who have special educational needs and disability (SEND). Governors allocate funding to ensure inclusion and dignity for pupils. As a result, pupils who have additional needs thrive and staff take delight in enabling pupils to reach their goals. Leaders and governors work closely with the parish and local community to implement the school's Christian vision, enabling pupils to flourish.

### Vision and Curriculum

The imagery and language of 'sparkling jewels' are woven through the curriculum and reflect the Christian vision. They intentionally remind pupils that each person can shine with God's light. Pupils are encouraged to be daring, active, reflective and exploring, helping them grow in wisdom and hope. The 'sparkling rules' connect the school's values to behaviour and are well known. This consistency in the use of language creates a calm environment where pupils and adults flourish. Vulnerable pupils benefit from 'sparkling rules', giving boundaries and encouragement that help them feel secure and grow in confidence. The school grounds and learning spaces offer moments for contemplation and support spiritual development. The curriculum provides opportunities for reflection, forgiveness and reconciliation which nurture spiritual growth. Spiritual backpacks in classrooms provide pupils with resources that support their spiritual development. Within lessons, pupils practise dwelling, stilling and mending using the school's shared language for spirituality. However, some pupils do not always recognise these as spiritual moments or use language to describe them.

### Worship and Spirituality

Collective worship enables pupils and adults to flourish spiritually through shared experience, quiet consideration and belonging. It nurtures spirituality by giving pupils time and space to pause, wonder and reflect on their place in the world. It is invitational, inclusive and joyful. Pupils engage with enthusiasm because specific adaptations allow them to participate purposefully. These adaptations include movement, dance and signing, which help pupils with different needs take part with confidence. Trusted adults support pupils who need help to engage fully. During the singing, pupils who find expressing themselves difficult join in with worship through movement or dance. This supports meaningful participation and celebrates everyone's uniqueness. Worship is planned by adults from the school and the parish working closely together. Pupils share ideas and review worship regularly, strengthening its impact. Their feedback introduced signing for songs which deepened inclusion and understanding. Parents value joining monthly services at St Mary's Church. The partnership with the church is supporting pupils to approach worship in church with growing confidence and joy.

### Vision and School Culture

St Mary's is a nurturing community where pupils and adults are known, valued and cared for. A detailed induction introduces new staff to the strong Christian vision and warm school culture. This ensures that they understand how the vision shapes relationships and priorities. Adults model spirituality through words and actions even when pupils find it hard to articulate. Pupils recognise that they are loved, supported and helped. Breakfast baskets in classrooms ensure that pupils start the day ready to learn. This demonstrates the school's commitment to helping pupils. Guided by the vision, staff engage in professional learning and know that time and support will be provided. Well-being is prioritised, and staff feel cared for in their work. Parents and carers value the support offered through coffee mornings and drop-ins. These provide time to discuss concerns and seek help. Through this culture of care, pupils and adults flourish together in the light of the Christian vision.



### Vision, Justice and Responsibility

The curriculum is planned carefully so pupils learn about justice in an age-appropriate way. Diverse texts in English deepen pupils' understanding of fairness and the value of different perspectives. Big questions encourage pupils to think deeply about the world and other people. For example, pupils support the church in collecting donations for the food bank, showing practical care for others. They are proud to take on responsibilities such as singing in the choir, caring for the environment, or leading in worship. Pupils discuss forgiveness confidently and know it may take time to forgive. Opportunities for showing mercy and reconciliation are part of the behaviour policy. Leaders monitor how the vision promotes justice and responsibility across school life and use their findings to refine practice. Pupils recognise justice in school and give practical examples, for instance they are confident that adults make sure they are supported with fairness. The school promotes a culture of justice, responsibility and mutual care that enables people to flourish. However, pupils are less confident in recognising justice and fairness beyond their own experiences and wider situations.

### Religious Education

RE is well planned, resourced and valued. As a core subject it is taught weekly by teachers who understand its importance within the Christian vision. Staff are well supported by the RE lead and training from the Oxford Diocese ensures their practice remains up to date. The RE lead draws on a range of resources and adapts them so they lead to high-quality learning. Leaders and governors monitor RE and the outcomes inform discussion and decision-making at governor meetings. Teaching about Christianity is deepened through the study of a wide range of faiths and worldviews. Pupils make meaningful links between belief, practice and life. Themed learning days across the year provide variety and depth. Pupils and adults speak with joy about a recent celebration of light. The day explored Diwali and linked the theme of light to other faiths and traditions, including Christianity. Strong partnerships with local churches enrich teaching and bring faith to life. Pupils enjoy church tours around the village, visiting different Christian churches and exploring similarities and differences. They speak confidently and with excitement about what they learn in RE.

## Information

Address	Aston Road, Haddenham, Aylesbury, Buckinghamshire, HP17 8AF		
Date	10 November 2025	URN	110446
Type of school	Voluntary controlled	No. of pupils	179 + 40 Pre-school
Diocese	Oxford		
Headteacher	Karen Collett		
Chair of Governors	Gaynor Bull		
Inspector	Kaye Healy		