

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

### Christ the Sower Ecumenical Primary School

#### Vision

At Christ the Sower Ecumenical Primary School we aim to provide the 'good earth' for all our children to flourish and achieve their full potential so that every child can learn and explore who they are created to be. With the highest of expectations, we, individually and collectively, will care for, nurture, and develop each and every child so that they can grow into their God-given potential. Through our culture of CARE (Choices, Aspiration, Reflection and Engagement) and our Christian values we create 'A loving place where we all care, learn and grow together.'

Christ the Sower Ecumenical 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

- The Christian vision and associated 'CARE' values are deeply embedded within the life of the school. Dedicated leaders, ensure that people are loved and nurtured to flourish as unique individuals.
- Strongly rooted partnerships enrich the vision and ecumenical foundation of the school. These sustain the school on its journey of growth, supporting adults to serve pupils and each other with love.
- The tangible vision inspires the design of the curriculum. Teachers expertly provide enriching activities that engage pupils, including the most vulnerable. This creates a love of learning and spiritual flourishing.
- Joyful collective worship unites the school community in song and invitational prayer. The thoughtfully planned reflections upon inspirational stories provide moments to explore personal beliefs and flourish spiritually.
- Religious education (RE) is expertly led. As a result of the progressive and engaging curriculum, pupils make impressive progress. They confidently apply their knowledge of a variety of religions and worldviews.

#### Development Points

- Provide additional opportunities for pupils to live the vision and respond to injustice. This is to further empower their influence on improving the lives of others.



## Inspection Findings

Christ the Sower is a welcoming and inclusive school, living out a tangible Christian vision. Leaders are deeply committed to the growth of people in their care. Their daily actions are enhanced by strong partnerships with the Oxford Diocesan Bucks Schools Trust (ODBST) and the local ecumenical churches. Inspired by the Parable of the Sower, pupils knowledgeably describe themselves as 'seeds' tended to by caring adults. This creates rich 'earth' where unique individuals are nurtured to be resilient and reflective. Guided by John Wesley's saying 'do all the good you can by all the means you can,' adults and pupils enjoy affirming and happy relationships. Consequently, there is a generosity of spirit and compassion to serve each other well. The 'CARE' culture is the heartbeat of the school, inspiring people to be aspirational and reflective. This expression of the Christian vision effectively encourages resilience and growth. Pupils readily describe the impact on their learning, their relationships with others and their delight when achieving personal goals.

Guided by the vision, leaders ensure that the curriculum clearly identifies the needs of pupils both academically and personally. They wisely recognise that pupils require life skills to build resilience and sustain them as they grow. Learning activities maximise exciting opportunities and an appreciation of God's creation. For example, art to celebrate 'Earth Day' reinforces pupils' understanding of their responsibility to the environment. The school's shared understanding of spiritual growth regularly enriches discussions, fostering flourishing. Pupils and adults clearly describe their 'ows, nows and wows' moments. This gives pupils a meaningful way to express strong emotions and challenges. Inspired by the vision, leaders are courageous when planning specialist provision. Pupils with special educational needs and/or disabilities (SEND) flourish because of the tailored learning activities. Supportive and skilful adults are compassionate and well trained. They expertly and sensitively build relationships to support vulnerable families. Governors and representatives from ODBST effectively evaluate the impact of the vision within the curriculum. As a result, there is a continuous drive to provide the absolute best 'soil' for spiritual and academic growth.

Collective worship sensitively embraces the school's ecumenical and inclusive foundation. Carefully planned themes enable pupils and adults to explore biblical stories reflecting upon the relevance for their daily lives. The 'Care Crew' thoughtfully plan and lead worship for others. Describing themselves as 'disciples,' they proudly promote the vision whilst supporting the spiritual flourishing of others. Their inspired 'John Wesley Award' recognises the Christian vision being lived out in acts of service. Singing is energetic and joyful. It is cherished as a significant aspect of worshipping together, so people are enriched. Adults flourish spiritually because they value times to be still or to ponder their own beliefs. Strong relationships with local churches underpin and enrich the prayer life of the school. Pupils flourish spiritually due to the energising and engaging worship led by members of the clergy. Their responses are deeply reflective, sharing their understanding of the meaning of stories or themes. The 'soul space' area provides an inclusive room for quiet contemplative activities. Pupils benefit because they can choose to find solace away from the busyness of the school day. Thus, flourishing spiritually as individuals.

Pupils flourish because adults prioritise their wellbeing. Teachers support them by promoting useful strategies to build resilience or to manage strong emotions. Dedicated staff know their pupils well, ensuring that learning is enhanced by the vision and values. Consequently, positive, caring relationships foster a can-do attitude where mistakes are embraced and inform future actions. Behaviours are respectful and underpinned by a restorative approach. Pupils embrace and celebrate the inclusive culture of the school. The rich cultural heritage of families strengthens community bonds, and fosters deeper connections. Governors, supported by ODBST, wisely consider



how best to tailor provision for the most vulnerable. 'The Nest' offers a unique and nurturing area for those who benefit from specialist intervention. Forward thinking leaders use local and national professional development which enables adults to thrive. As a result, staff speak of their own 'wow moments,' recognising the impact of the vision on them as individuals. The decision by leaders to appoint a mental health specialist further supports families and staff. Such commitment to serving the needs of others creates a safe and harmonious community. This is further enhanced by ODBST who prioritise the wellbeing of staff alongside highly effective practice. Leaders are intuitive when improving the lives of the vulnerable. They sensitively signpost families to external agencies, helping them to flourish. Consequently, the school consistently 'goes above and beyond,' particularly in times of family hardship.

Leaders inspire pupils to live out the vision for the good of others, spreading hope. Consequently, issues such as inequality and the environment are expertly woven into learning. Pupils recognise that their choices are significant both for themselves and their relationships with others. Wide ranging opportunities to serve as eco-warriors or school councillors equip pupils with confidence. Their engagement with the 'Eco-Schools Award' and efforts to go plastic free reinforce the responsibility to maintain God's creation. However, the drive for pupils to challenge injustice and initiate a response themselves is not fully embedded. Adults carefully introduce pupils to challenging topics such as poverty and racism. Thus, pupils learn that their respectful and dignified treatment of others make a positive difference in the world.

RE is enthusiastically led and effectively planned as a core subject. Leaders expertly ensure that the curriculum reflects the ecumenical foundation and inclusiveness of the school. Strong references to the vision and values are woven through detailed planning. Termly big questions frame learning. These are underpinned by thorough subject specific documents that support teachers well. Consequently, pupils develop a deep knowledge of Christianity and a range of worldviews, beliefs, and practice. Their curiosity and enthusiasm for learning about diversity is tangible. As they progress, pupils make links and apply their knowledge, informing their personal considered view. In addition, because of the respectful attitudes, pupils are confident to share their own beliefs or religious practice. Pupils are inspired because teaching allows them to develop enquiry skills and the ability to analyse religious texts.

In line with age expectations, pupils progress well in their understanding. They confidently use religious language when discussing their learning. Teachers provide clear links to build upon prior knowledge in relevant and meaningful ways. Leaders, including ODBST, regularly evaluate pupils' understanding to inform their future actions. Teachers benefit because of the involvement with local RE networks. These provide useful dialogue with other professionals and the opportunity to moderate pupil progress. As a result of the effective RE curriculum, pupils are able to explore a wide range of religions and worldviews in depth.

## Information

|                    |   |               |        |
|--------------------|---|---------------|--------|
| Address            | 24 Singleton Drive, Grange Farm, Milton Keynes District MK8 0PZ |               |        |
| Date               | 6 February 2025   | URN           | 147269 |
| Type of school     | Academy   | No. of pupils | 227    |
| Diocese            | Oxford  |               |        |
| MAT                | Oxford Diocesan Bucks Schools Trust                             |               |        |
| Headteacher        | Mel Nugent  |               |        |
| Chair of Governors | Janet Hatfield  |               |        |
| Chair of Trustees  | Michael Mill  |               |        |
| Inspector          | Helen Crolla  |               |        |