

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Weston Turville Church of England School

Vision

‘Inspire, Believe, Achieve, Together’

Like a tree planted in rich soil, we strive to create an environment where every child can grow, flourish, and reach their full potential, both personally and academically. Rooted in Christian values, we nurture curiosity, resilience, and a love of learning, encouraging children to branch out with confidence and strength. Together, through our values of kindness, fairness, respect, honesty, trust and perseverance we will inspire, believe and achieve.

They are like trees growing near a stream and sending out roots to the water. They are not afraid when hot weather comes because their leaves stay green; they have no worries when there is no rain; they keep on bearing fruit.’ Jeremiah 17:8

Weston Turville 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

- The Christian vision, ‘Inspire, Believe, Achieve, Together’, lies at the heart of the school’s ethos, fostering a welcoming and inclusive environment. As a result, decisions are guided by leaders’ commitment to help pupils and adults to bear fruit and flourish.
- Collective worship is a special time for pupils and adults to come together to be still, to reflect and develop their personal spirituality. The close relationship with the local church nourishes worship and the spiritual life of the school.
- The vision-inspired curriculum and extensive enrichment experiences motivate pupils to ‘branch out with confidence and strength’. Through this they are able to develop their individual gifts and experience opportunities to reach their full potential.
- Religious education (RE) has a high profile across the school. Strong leadership secures effective teaching and clear progression in pupils’ learning.
- Guided by the vision, leaders and staff are committed to the wellbeing of the school community, prioritising pastoral care. The strong focus on positive mental health ensures that both adults and pupils thrive.

Development Points

- Strengthen the way that leaders, including governors, evaluate the impact of the Christian vision. This is to support and further enhance the continuing development of Weston Turville as a Church school.
- Develop pupils’ understanding of Christianity as a global and diverse faith. This is to enable them to recognise the diversity of the ways that Christians live out their beliefs worldwide.



Inspection Findings

Vision and Leadership

Leaders demonstrate a deep understanding of the theological roots of the school's distinctly Christian vision. Inspired by the words of Jeremiah within the Bible, they provide opportunities to put down roots and bear fruit. Consequently, the vision informs strategic development so that adults and pupils develop as unique and valued individuals. An example is the decision by leaders to employ experienced staff who specialise in mental and emotional health support. This has a transformational impact on adults as well as pupils, particularly those who are deemed to be vulnerable. The vision is exemplified through carefully chosen values, each having a clear biblical reference. These are lived out by adults and pupils, creating a sense of togetherness. Through regular visits, the committed governors work closely with leaders to support the school. However, the way that their monitoring and evaluation of the Christian vision impacts on Weston Turville as a Church school is less developed.

Vision and Curriculum

The vision that 'every child can grow, flourish, and reach their full potential', drives the school's holistic approach to pupils' development. This results in an inspirational and inclusive curriculum where their curiosity is ignited so that they develop a love of learning. Opportunities to engage with a diverse range of visitors, as well as participating in numerous visits and clubs, enrich pupils' lives. Planned experiences, such as the Year 6 business enterprise and residential trips, help them to develop their teamwork and problem-solving skills. The school's Christian values of perseverance, trust and resilience are seen in action during these activities. As one pupil related, 'I had to trust that my friend would not let go when we were on the high ropes'. Tailored support and the careful adaptation of learning enables pupils, including those who are considered to be vulnerable and/or disadvantaged, to make progress and grow. Adults and pupils' understanding of spirituality is secure and shared. As a result, they can describe the process of turning a special moment into an opportunity to look beyond themselves. These are woven purposefully throughout the curriculum, resulting in spiritual growth.

Worship and Spirituality

Collective worship is central to the life of the school. Strategically planned and rooted in the school's vision and associated values, it enables the school community to grow spiritually together. Pupils and adults reflect on Bible teachings in the context of the Christian vision. For example, dramatising stories, such as Jesus calming the storm, helps pupils and adults to understand the importance of trust. The close partnership with the local church significantly enriches the worship and spiritual life of the school. This long-standing connection enhances both biblical knowledge and spiritual growth, as well as providing deeply valued pastoral guidance. Prayer is an integral part of worship and is offered in a way that invites, but does not oblige, participation. Therefore, worship is invitational and inclusive. Supported by clergy, a weekly celebration assembly gives pupils opportunities to be recognised for living out the school's values. These are highly anticipated by participants, who particularly appreciate being chosen to be 'star of the week'. Purposeful spaces, including the sensory garden, offer the school community regular opportunities for calm and reflection, enhancing their spiritual development further.

Vision and School Culture

Inspired by the biblically rooted vision, leaders create a nurturing culture, resulting in respectful relationships. Consequently, members of the school community watch over one another with love, showing practical acts of compassion. Pastoral care is well established and carefully targeted, enabling staff to provide timely, effective support. This leads to positive outcomes for pupils, including smoother transitions and improved resilience. Staff professional development and thoughtful workload decisions contribute to high levels of adult wellbeing and personal fulfilment. This aligns well with the Christian vision to 'achieve and believe'. The school makes the most of its spacious surroundings, including its three playgrounds, sports field and a nature reserve. These provide



valued times for them to engage with nature, supporting their spiritual, as well as their general, wellbeing. As a result, pupils thrive, enjoying their outdoor learning and playtimes. Initiatives such as the 'daily mile' and 'feel good Friday' benefit the mental and physical health of both pupils and adults. Therapy dogs are a valued part of the school's pastoral provision. They offer comfort and reassurance to pupils, particularly those who are deemed vulnerable or facing challenges. Leaders ensure equitable access to trips, clubs and other enrichment opportunities. Through this wide and varied provision, the vision creates a culture where pupils and adults are treated well and thrive.

Vision, Justice and Responsibility

Pupils actively contribute to living out the school's Christian vision through a range of leadership and pastoral responsibilities. Roles such as school councillors, house captains and buddies help them to improve the lives of others. Through these opportunities they develop confidence, care for one another and respond to the call to 'branch out with confidence'. Exploring injustices, such as racism, enables pupils to deepen their understanding of fairness and responsibility. They also consider how everyday choices, including reducing, reusing and recycling, support the environment. Together, these experiences reflect the school's values. Consequently, pupils and adults make a meaningful difference in their local community and beyond. The vision guides pupils and staff to support those in need such as taking part in national charity campaigns and foodbank partnerships. They regularly engage in community events involving conservation and environmental projects. Effective partnerships are fostered with the diocese. As a result, the school benefits from training and support, ensuring that leaders remain well informed about Church school developments.

Religious Education

RE is shaped by the school's Christian vision and leaders' aspiration for every pupil to be like a tree rooted in rich soil. Therefore, the curriculum helps pupils to grow in wisdom, respect and understanding as they explore a range of religions and worldviews. Leaders ensure that the subject has a high profile in the school. Its position in the wider taught curriculum and timetable, together with displays around the school, demonstrate this. Visitors representing a diverse range of faiths and worldviews enrich pupils' learning by sharing their beliefs and customs. Through this, they are able to have a better understanding of how people live out their faith. RE is well led, resulting in a curriculum that is relevant and well sequenced. Pupils explore big questions such as, 'Can we know what God is like?'. As a result, they learn to express their views confidently and appreciate different perspectives. Pupils show developing awareness of Christianity as a living faith and of its core religious concepts. However, they are less knowledgeable about the global diversity of Christian belief and worship.

Leaders ensure that RE is well resourced and value regular support and training from the diocese. Monitoring and evaluation by leaders, including governors, is robust and, as a result, teaching and learning is effective. Assessment processes and feedback capture pupils' development of knowledge. Teachers use questioning effectively to extend thinking and clarify misconceptions. This ensures that they have a clear understanding of the next steps in their learning. Pupils' work demonstrates their strong progression over time. This is particularly evident for older pupils.

Information

Address	School Approach, Weston Turville, Aylesbury, Buckinghamshire HP22 5RW		
Date	10 June 2026	URN	110422
Type of school	Voluntary aided	No. of pupils	199
Diocese	Oxford		
Headteacher	Sue Fitzpatrick		
Chair of Governors	Eilidh Macgregor		
Inspector	Jenny Earp		