

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

### High Wycombe Church of England School

#### Vision

The vision is inspired by the following words from the book of Joshua: 'Be strong and courageous: do not be afraid or discouraged, for the Lord your God is with you wherever you.' (Joshua 1:9)

High Wycombe 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 vision and values underpin life at High Wycombe Church of England School. It directs the work of the school and is clearly understood by pupils and adults. Pupils are able to explain how the vision and values support them to make positive choices and become confident individuals.
- Spirituality is well embedded and there is a shared understanding throughout the school. Opportunities in the curriculum are meaningful. Pupils are confident to reflect on moments of awe and wonder in the world around them.
- The collective worship provision is exciting and engaging. Pupils are enthusiastic and eager to participate. The variety of styles offers a high level of engagement as there is something for everyone. This gives opportunities for spiritual development.
- The inclusive nature of the school ensures that pupils are treated equally and valued for their individuality. As a result, strong relationships are built, enabling pupils to thrive.
- Strong teaching of religious education (RE) inspires pupils. As a result, they are enthusiastic and curious learners.

#### Development Points

- Develop the curriculum for RE so that pupils learn about the spectrum of practices within selected faiths and worldviews. This is so that pupils develop a richer understanding of religion as lived and experienced worldwide.



## Inspection Findings

### Vision and Leadership

The highly effective implementation of the vision at High Wycombe School ensures it is intrinsic to school life. Six core values guide pupils and adults to make the vision a living reality in their lives. For example, the value of respect helps to create a positive school environment in which to be brave and courageous. Knowing that God is always with them, pupils find courage to 'have a go' and challenge themselves. Adults work tirelessly to ensure barriers are overcome and pupils have equal opportunities to flourish. The impact of the vision extends throughout the school community, with pupils and adults treating each other with respect and compassion. Leaders work hard to help families navigate difficulties in times of need. As a result, they feel supported and able to overcome challenges. The embedded impact of the vision guides the pupils in their behaviour choices at school and in wider life. Strategic leadership of governors has a clear impact on the way the vision underpins the school community. Evaluation of robust monitoring ensures decisions are made to meet the precise needs of the school. School leaders and staff are well supported, encouraging them to flourish.

### Vision and Curriculum

The Christian vision underpins the curriculum, with spirituality carefully woven throughout. This provides both planned and spontaneous opportunities for pupils to reflect and be curious within their learning. For example, learning connected to the butterfly's life cycle fascinates pupils, offering opportunities to reflect in awe and wonder. Leaders are ambitious for pupils and work together, ensuring they are supported to achieve their best. The vision encourages courage and resilience, recognising each pupil as an individual. Pupils deemed vulnerable, as well as those who have special educational needs and disabilities (SEND), flourish here. Careful support encourages them to develop self-confidence and become motivated to succeed. Strong collaboration with other schools and a local university, results in visiting staff leading intervention groups. This supports pupils to develop confidence and engage more fully in their learning. Regular curriculum reviews by leaders ensures the vision is clearly reflected in pupils' learning and experiences. Cross-curricular links with RE are well planned, giving pupils opportunities to develop skills in meaningful contexts. For example, writing persuasive letters supporting the courageous advocacy project, 'Free the River Wye'. The implementation of forest school enhances wider curriculum opportunities, helping pupils to flourish.

### Worship and Spirituality

Pupils and adults enjoy coming together for times of collective worship. The invitation to join in reflection helps them to feel included, making it a meaningful and special time. The rich variety of styles of worship, supports pupils and adults to thrive spiritually. Weekly collective worship, led by clergy from one of the seven supporting churches, reinforces the school's focus value. Parents appreciate the visible presence of the weekly prayer group and the opportunity it gives them to explore their own spiritual journey. Evaluation of the voice of the learner ensures that collective worship is regularly adapted. For example, pupils' keenness to act as leaders led to adaptations being made. High levels of discussion during worship create thought-provoking opportunities for spiritual growth. Planned by the collective worship committee, activities offer clear progression in spiritual reflection. For example, using 'I wonder why' when exploring Jesus' appearance in the garden. This fosters curiosity and a deeper understanding, at an age-appropriate level. The wide range of opportunities for spiritual development helps pupils and staff develop their personal growth. For example, the youngest pupils consider the story of the resurrection when creating their Easter garden.

### Vision and School Culture

Wellbeing and mental health are central to school life. The inclusive culture, guided by the value of respect, celebrates the uniqueness of each family. The school is very welcoming, with a culture of openness. Parents are listened to and well supported, creating a mutual feeling of trust. Leaders invest in staff wellbeing, showing that



their contributions to the school are valued and appreciated. The staff work tirelessly to provide an environment that promotes pupils' wellbeing. This is enhanced by the inclusion of specialist agencies outside school. Using characters linked to learning behaviours helps pupils apply specific strengths to themselves, for example showing courage like bounce-back badger. Staff and pupils' reflection journals provide opportunities for times of stillness and contemplation. The school's diverse cultures and languages are celebrated and reflected in the curriculum, broadening understanding and promoting inclusion and respect.

#### Vision, Justice and Responsibility

Guided by the vision and the value of compassion, pupils are inspired to act courageously on issues they care about. The courageous advocacy programme helps them understand justice and become agents of change. Pupils are passionate about their projects, sharing updates with peers and fostering a culture of responsibility and justice. The vision gives pupils courage to reach out to external agencies to support their cause. This deepens the impact of their work. Pupils have confidently worked with a local refugee charity, local member of parliament and parish counsellors. Pupils proudly serve in a range of positions of responsibility within the school. They act as good role models, demonstrating the values in action for other pupils. This includes being respectful and thankful. Peer mentors receive specific training that develops lifelong skills, such as showing compassion and listening carefully.

#### Religious Education

The leadership of RE is effective. The place of RE within the curriculum ensures it reflects the character of a Church school. The RE curriculum is well-sequenced, balanced, and meaningful to the school. This ensures it meets the needs of the pupils, who are excited and proud of their RE learning. Pupils demonstrate a good understanding of selected religions and non-religious worldviews. The curriculum is crafted to reflect the families within the school, creating a sense of inclusion and respect for traditions and beliefs. Activities, such as a day spent visiting local churches, ensure pupils' RE learning is purposeful. The school is developing an understanding of global Christianity. Members of the school community enhance the curriculum by sharing their own cultural experiences. Leaders rightly identify this as a next step to enhance pupils' knowledge of Christianity as a global faith.

As a result of a wide variety of high quality RE activities, pupils are enthusiastic and engaged in their RE learning. Consistent planning and shared expectations ensure high quality RE across the school. Detailed assessment information supports the curriculum in meeting learners' needs effectively. Pupils are consistently challenged by a high level of questioning. This gives opportunities for pupils to flourish. Pupils and adults are inspired by well-resourced biblical storytelling sessions, nurturing spirituality by promoting curiosity. Careful planning ensures progression in pupils' understanding of a range of faiths. For example, in Christianity, learning progresses from studying the Holy Family to exploring Paul's conversion. Regular question and answer sessions with pupils and clergy encourage curiosity and higher-level thinking.

## Information

Address	Loakes Road, High Wycombe, Buckinghamshire HP11 2JUF		
Date	25 March 2026	URN	110463
Type of school	Voluntary aided	No. of pupils	209
Diocese	Oxford		
Headteacher	Celine Hawkins		
Chair of Governors	Holly Robertshaw		
Inspector	Sarah Wickens		