

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Greenfield and Pulloxhill Academy (Greenfield CofE Academy)

Address Pulloxhill Road, Greenfield, Bedford, United Kingdom, MK45 5ES

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade

Good

The impact of collective worship

Good

School's vision

Our Christian ethos: nurture, inspire, flourish; underpinned by Jesus' mustard seed parable - the smallest of seeds when planted becomes the greatest of trees (Matthew 13: 31-32). We nurture each other while growing in confidence, knowledge, and character; we inspire creativity and support relationships and resilience to enable our community to flourish.

Key findings

- The embedded Christian vision effectively inspires pupils and adults to flourish at Greenfield. Dedicated school leaders embody the Christian values and model them for the whole school community. Leaders are passionate that everyone flourishes within this nurturing school. Systems used by governors to monitor the impact of the Christian vision have limited effectiveness.
- Pupils' behaviour is exceptional. This grows from Jesus' example of the mustard seed. The youngest children are nurtured and quickly learn the high expectations of behaviour from older pupils.
- The curriculum is shaped to encourage and inspire pupils and leads to flourishing academically and spiritually. Diversity is taught and celebrated across the school. Cumulatively, these actions prepare pupils for life in modern Britain. Whilst opportunities for spiritual development are evident, a shared and secure understanding of spirituality is underdeveloped. There are some missed opportunities for spiritual growth as a result.
- Collective worship is inclusive, invitational, and inspires pupils and adults alike. The worship life of the school effectively embeds and expresses the Christian vision and associated values. Not all pupils are actively engaged in planning, leading, or evaluating collective worship. The range of worship styles experienced is limited.
- Subject leaders have ensured that the religious education (RE) curriculum effectively provides a space for deep thinking. Teachers enable pupils to develop a secure knowledge and understanding of major world faiths and worldviews.

Areas for development

- Further develop robust monitoring systems that ensure governors fully evaluate and develop the impact of Greenfield's Christian vision.

- Enable pupils to plan, lead, and evaluate collective worship to broaden their experience of a wider range of Christian traditions in worship.
- Embed a secure and shared understanding of spirituality, so that more opportunities for spiritual growth are harnessed throughout the curriculum and beyond.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders at Greenfield have created a vision that is lived out by every member of the school community. Pupils and adults use the inclusive language of the vision, associated values, and parable in their day-to-day conversations. Policies and practices across the school are motivated by and shaped to nurture, inspire, and enable flourishing. This contributes to the articulation of the vision and results in an impact that is tangible. The Christian vision was effectively applied in response to the pandemic to unite the school community. During these times, a true sense of nurture was felt by pupils, parents, and staff alike. Those on-site during lockdowns were surrounded by an all-encompassing desire to enable flourishing. Pupils continued learning because of the good support the school offered to families. Pupils returned to school with enthusiasm and confidence. Gaps in learning were minimal. Pupils know that teachers want to help them grow academically, socially, and spiritually. This is because of the teachings contained in the mustard seed parable, which underpins the school vision. Attendance is good because pupils love coming to school. Strong partnerships among the local community are borne out of the vision. Leaders rightly prioritise nurture, good mental health, and wellbeing for pupils and staff. Age-appropriate provision, such as initiatives used by pupils to articulate their emotions each day, carefully ensures that adults support individuals. As a result, adults know pupils' needs exceptionally well and nurture each pupil to reach their potential.

Forgiveness and resilience are woven throughout the school's approach to behaviour management. Consequently, pupils' behaviour is exemplary. They explain how the choices they make are guided by a desire to nurture one another. The staff ensure that pupils grow in confidence and character within this creative and supportive learning environment. Leaders rightly see this as a good example of the outworking of the Christian vision on the development of the whole child.

Recent visits to a variety of places of worship are one example of the school's successful drive to celebrate and educate about diversity. Representations of minorities within the school community are used as motivating examples for everyone. A former pupil who is a professional female footballer is an inspiring role-model to all pupils. The diversity and heritage of families are cherished and celebrated. Vulnerable pupils flourish because of the high levels of care and expertise of the staff. This ensures that barriers to learning are overcome. Pupils who have special educational needs and/or disabilities grow in confidence, knowledge, and character as a result. An understanding of deprivation is sensitively explored with the pupils. Charitable works support good causes locally, nationally, and globally. Pupils experience some opportunities to be advocates for change within the school. A typical example is collecting for local food banks. Greenfield celebrates the actions of pupils who complete significant activities outside of school, for example, raising funds for charities. Pupils articulate how charitable works show they are living out the vision. Recent developments in the relationships and health education curriculum have ensured that pupils are treated, and treat others, with dignity and respect. This ensures that difference is embraced. The vision drives the character and moral development throughout the curriculum. The acquisition of ethnically diverse and disability-aware resources has strengthened this provision. International links are established and contribute to pupils' understanding of their place in the global community.

The headteacher ensures that the vision is a driving force for school improvement. The parable of the mustard seed is understood as a theme for the development of individuals and the whole school community. The use of Jesus' parable binds everyone together. Everyone interprets the mustard tree as one family growing together from the small seeds that are planted when pupils, families, and staff join the school. Governors are committed to ensuring that pupils flourish. However, systems deployed to monitor the impact

of the vision are not fully robust. Regular training does not support the process. Senior leaders monitor the impact of the vision through lesson observation and discussion with pupils. This self-evaluation is accurate and is shared with governors and trustees.

Collective worship is planned for both schools in the academy by senior leaders. Careful consideration is taken to ensure explicit links between Greenfield's Christian foundation, vision, and values in worship. As a result, worship is a vehicle to discover and embed the vision. The teachings of Jesus are explored and made relevant for pupils in worship. Bible stories are familiar to pupils, who explain how they inspire them. Pupils understand the trinitarian nature of God and use associated language appropriately. Opportunities for prayer and reflection give time for spiritual growth. Prayer trees and reflection corners in classrooms have recently been reignited. This has led to invitational prayer being a part of every day. Extra-curricular opportunities, facilitated by the parish church, are offered to explore Christianity with older pupils. This group plans some acts of worship in school and occasional services in the church building. Members of the parish church regularly lead worship. This contributes to the mutually beneficial relationship that has been maintained during the current vacancy. The whole school community enjoys collective worship, especially choosing and singing hymns together. However, pupils do not have regular opportunities to plan, lead or evaluate worship. As a result, they do not benefit from a wide range of worship traditions.

RE has a prominent place within the school. The vision is woven into the RE curriculum and embeds the teachings of the mustard seed parable. Pupils are supported to explore theology, philosophy, and the human social sciences. Theological concepts are effectively unpicked and explored at age-appropriate levels. As a result, pupils' conversations about worldviews, faith, and beliefs, are clearly articulated. Pupils have developed age-appropriate skills of inquiry, critical analysis, and interpretation. Effective practice in RE is shared within the two schools of the academy. Subject leaders engage with professional development from the diocese and cascade training to teachers. Moderation of pupils' work ensures consistency. They demonstrate an informed and respectful understanding of a range of religions and worldviews. Pupils are beginning to learn about the global nature of Christianity. Teachers make explicit links to Christian values and morals when using teachings from the Gospels. Good questioning in RE lessons challenges and affirms pupils' views and helps them develop empathy.

The parable of the mustard seed unites the school community as a place of nurture and growth. Consequently, everyone sees themselves as tiny seeds that grow into the greatest trees from Jesus' example. By nurturing one another within an inspirational setting, pupils and adults are enabled to flourish at Greenfield.

Contextual information about the school

Date of inspection	29 June 2022	URN	137290
Date of previous inspection	23 March 2015		
School status	VC	NOR	135
Name of Multi Academy Trust or Federation	Greenfield and Pulloxhill CofE Academy		
Diocese or Methodist Circuit	St Albans		
Headteacher	Debbie Drawbridge		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	Below National Average		

Additional significant information (if needed)	Greenfield is one of two separate schools that forms the Greenfield and Pulloxhill Academy. Pulloxhill School is not a Church school. There is a single governing body. The proportion of pupils of White British heritage is above national averages. The parish church currently has a clergy vacancy.		
Inspector's name	Toby Long	No.	0896