

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Missenden Church of England Combined School

Vision

‘Ask, and you will receive. Search, and you will find. Knock, and the door will be opened for you.’ Matthew 7:7-8

We aspire to walk together in hope along the Great Missenden pathway, guided by our Christian Values of Faith and Community, Love and Respect, Truth and Courage. We strive to enable children to use their educational keys to open doors and unlock their full potential, regardless of their starting points. We aim to look through windows into the wider world and reflect upon the big questions of life by looking at ourselves in the mirror. We seek to develop global citizens who are ready for the challenges of a fast-paced, evolving society.

Great Missenden Church of England Combined 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

- Inspired by the Christian vision, compassionate leadership places wellbeing at the centre of relationships. Through the message to ‘ask, seek and knock’, pupils and adults build trust, resilience and confidence.
- Leaders promote aspiration through high expectations, rooted in the Christian vision. Pupils and adults grow in confidence and are well prepared for the next stage of their journey.
- The Great Learners Trust, Diocese of Oxford and governing body work closely with the school. Their challenge strengthens leadership and ensures that developments reflect the Christian vision.
- Religious education (RE), which is titled ‘religion and worldviews’ within the school, is a high-profile subject within the curriculum. Pupils develop thoughtful understanding of biblical texts and show respect for a range of religious and non-religious worldviews.
- Pupils recognise that their voices matter and take responsibility for improving their community. They willingly take on leadership roles and understand that they can make a positive difference.

Development Points

- Embed a shared understanding of spirituality. This is so that opportunities for spiritual reflection are recognised and used across the school.
- Strengthen pupils’ understanding of beliefs and how they influence people’s lives. This is so that they can speak about religions and worldviews with greater depth and confidence.



Inspection Findings

Vision and Leadership

Rooted in the biblical invitation to 'ask, seek and knock', the Christian vision inspires a community where individuals flourish. Six carefully chosen values strengthen the vision and guide daily life. Developed collaboratively, the vision creates a common purpose between the school, local church and academy trust. These shared values shape the ways in which pupils and adults live and learn together at Great Missenden. The vision informs decision-making, giving the school a strong sense of identity and direction. School leaders and governors use the vision to guide strategic priorities. The appointment of an attendance and welfare officer reflects the commitment to care for each individual. This role provides targeted support for families and strengthens wellbeing. Governors allocate funding carefully to promote inclusion and meaningful opportunities for learning. Staff take genuine delight in enabling pupils to achieve their goals. Pupils and adults explain how the vision and values shape daily life. They encourage one another to 'ask, seek and knock' as they develop their talents. The vision clearly guides leaders' decisions and actions across the school.

Vision and Curriculum

Inspired by the Christian vision, the curriculum encourages pupils to show courage and learn from mistakes. At the start of each year, pupils and staff take part in 'growth mindset' challenges. These experiences help pupils to understand that learning requires perseverance and reflection. Pupils develop resilience and confidence. They take risks and recognise mistakes as part of improvement. Families speak positively about the oracy project which strengthens communication skills and raises confidence and self-esteem. A wide range of extracurricular opportunities enriches the curriculum. For example, pupils can gain a qualification in performing arts. These experiences raise aspiration and strengthen friendships across the school. Spaces for reflection support spiritual development. Pupils pause and consider questions of meaning and purpose. However, pupils do not confidently recognise these experiences as spiritual, limiting their ability to reflect on this aspect of their development. Pupils who have special educational needs and disabilities (SEND) receive personalised support which builds confidence and independence. Leaders and governors review the curriculum regularly, ensuring that it remains responsive to pupils' needs and reflects the school's vision.

Worship and Spirituality

Collective worship is central to expressing the Christian vision. Daily worship brings the school community together for reflection and prayer. Key Christian values shape worship themes. Biblical teaching and Christian beliefs guide worship. Pupils are encouraged to engage in ways that are comfortable for them, with space to listen, reflect or contribute. A committed pupil worship group meets regularly. Pupils help to plan, lead and evaluate worship, offering thoughtful feedback. Leaders use these reflections to improve practice. Worship led by the local vicar strengthens links with the parish and enriches the school's Christian character. Pupils and adults reflect, pray and share experiences together. These opportunities support some spiritual development by helping pupils to reflect on meaning and purpose within the school's vision. However, these experiences are not consistently embedded within worship in ways which maximise spiritual flourishing. During worship, pupils reflect on their own lives and the experiences of others and consider how these ideas shape choices.

Vision and School Culture

The Christian vision shapes a culture of openness, care and respect. Stakeholders make good use of leaders' open-door approach. As a result, pupils and adults feel heard and valued, encouraging honest communication and shared responsibility. Pupils and adults feel confident to take risks in learning. Professional development supports staff growth. The school and trust provide regular opportunities for training and reflection. Staff develop new skills and deepen professional understanding. Many have gained additional qualifications which



strengthen practice. Relationships between the school and families are strong. Staff prioritise wellbeing and offer compassionate care. Pupils feel safe and welcomed within the school community. Older pupils support younger pupils and model community, love and respect. Christian values shape daily life. Relationships are nurturing and the school community is calm and purposeful. This supportive culture reflects the dignity and worth of each person. As a result, pupils and adults feel valued in a caring Christian community and grow in confidence, resilience and respect.

Vision, Justice and Responsibility

Pupils are inspired by the Christian vision to serve others and take responsibility. A range of leadership roles enables pupils to contribute to school life. Peer mentors support younger pupils during play and help to resolve conflict. Roles such as eco-warriors and energy spies encourage care for the environment. Pupils understand their responsibility to care for the world around them. They value opportunities to apply for leadership roles, writing letters to explain why they are suitable for the position. Through these experiences, pupils recognise that the vision calls them to support others. Pupils describe justice as working together and supporting the community. They understand that injustice exists outside of the school. Leaders encourage pupils to look beyond Great Missenden. Pupils explore wider needs and respond with compassion. Partnerships with the church, community and diocese strengthen this work. As a result, pupils develop a growing sense of responsibility and are aware of their ability to bring about positive change.

Religious Education

RE, known in the school as religion and worldviews, has a high profile within the curriculum. It enables pupils to explore questions of belief, meaning and purpose. A particular strength is the leadership of RE because the subject leader provides clear direction and regular monitoring. Curriculum review ensures that RE remains well planned and continually developed. Staff confidence has grown through this leadership. The trust and local vicar support the development of RE. This partnership strengthens professional dialogue and enriches the subject. Pupils engage thoughtfully in RE. They explore big questions and discuss religious and non-religious worldviews with confidence. Pupils make connections between them, recognising similarities and differences. They understand that Christianity is a global religion, identifying diversity within religions and belief systems. The curriculum ensures that pupils are developing their thinking skills in RE. However, they are not confident in explaining in depth how a believer's faith influences their daily choices and actions. The subject reflects the Christian vision and encourages curiosity and respect.

Information

Address	The Green, Great Missenden, Buckinghamshire HP16 0AZ		
Date	19 March 2026	URN	140721
Type of school	Academy	No. of pupils	370
Diocese	Oxford		
MAT	Great Learners Trust		
MAT Chair	Sarah Baber		
Headteacher	Johnny Magee		
Chair of Governors	Paula Kitching-Rees		
Inspector	Kaye Healy		