

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Curzon Church of England Combined School

Vision

‘Learning, sharing and growing under God’.

Our vision is for all within our school community to be like the mustard seed growing into a tree to support others. Through our key values of courage, kindness and respect, we teach our children to actively live out this vision. We aim for everyone to flourish and grow like the mustard seed to become a tree to protect and support others. Throughout the school we provide opportunities for all to develop as confident and resilient learners who seek to help others and make a positive impact on the world.

‘The kingdom of heaven is like a mustard seed. Though it is the smallest of all seeds, when it grows, it is the largest of garden plants and becomes a tree for others to take shelter.’ Matthew 13: 31-32

Curzon 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

- The Christian vision encompassing the parable of the mustard seed is readily articulated by adults and pupils. It is woven intrinsically into the life of the school and is the driving force behind leaders’ strategic decisions. As a result, lives are transformed from small beginnings into a thriving community.
- There are exceptionally strong partnerships and links between the diocese, the local church, and Oxford Diocesan Bucks Schools Trust (ODBST). Together, they enrich the worship life of the school and make a positive contribution to its Christian character.
- Effective leadership in religious education (RE) ensures that learning is engaging for pupils. It fosters respect and appreciation of religious and non-religious worldviews.
- Leaders have established a clear understanding of spirituality, which is shared by adults and pupils. As an expression of the school’s vision, it deepens spiritual flourishing throughout the school community.
- The vision engenders a strong sense of responsibility in pupils. They embrace kindness and leadership, helping others to feel supported and ‘sheltered’.

Development Points

- Extend opportunities for pupils to identify injustice and initiate appropriate action. This is to give pupils a deeper perspective on how they can make a difference to those in need or facing injustice.



Inspection Findings

Vision and Leadership

Central to the work of the school is a well-understood Christian vision that is rooted in the teachings of Jesus. The parable of the growing mustard seed shapes actions and choices at Curzon, steering decision-making at every level. It enables pupils and adults to thrive, empowering them to live out the Christian values of courage, kindness and respect in their daily lives. The vision is a source of strength to staff and pupils, enabling them to flourish. Leaders' desire for pupils to thrive is outlined in the aspirational view of 'The Curzon Child', displayed around the school. It consists of a range of motivating aims such as helping others, collaborating well and caring for the environment. Because of this, pupils feel inspired to reflect on their personal growth and choose to make the right decisions. Leaders monitor the vision effectively, ensuring it drives school improvement. For example, prioritising spiritual development has strengthened understanding of spirituality throughout the school. Partnerships with ODBST and the diocese are effective and highly valued by the staff team. This is particularly evident through collaborative working such as networking, sharing good practice, training and wellbeing support. As a result, the school community benefits from comprehensive support inspired by the vision to provide 'shelter' for others.

Vision and Curriculum

Driven by the vision, the well-crafted curriculum motivates pupils and ignites a love of learning. It is infused with big questions and enriched with imaginative activities, as well as carefully selected extra-curricular opportunities. This deepens the breadth of learning and awakens pupils' interests and talents. As a result, pupils flourish and grow across all aspects of their development. The trust enriches the curriculum by providing professional support to staff and by organising engaging events between their schools. The creative use of outdoor space for activities, such as forest school, helps pupils to appreciate nature and develop spiritually. Pupils with additional needs are lovingly nurtured as they progress on their individual learning journeys. Therefore, they too, can grow from a tiny mustard seed to become a strong tree, experiencing fulfillment in their lives. Woven into the curriculum is a wide range of opportunities to extend pupils' cultural experiences. These include learning about inspirational people from diverse cultures, as well as an overseas link to a school in Kenya. As a result of well-planned opportunities for spiritual development across the curriculum using the mirrors, windows, and doors approach, pupils flourish spiritually. They demonstrate curiosity about the world, thoughtfully reflect on their experiences and respond in meaningful ways.

Worship and Spirituality

Collective worship is fundamental to the spiritual life of the school community. Anchored in Christian values, which support the outworking of the school's vision, it provides a sense of belonging and shared purpose. Right from the Reception class upwards, pupils have imaginative opportunities for singing, reading, praying and reflecting. This results in high levels of engagement. The lighting of candles and the use of images, texts and music create a calm, reverent atmosphere. Pupils sing beautifully and participate eagerly in worship. The combination of 'collective worship trails' and 'pop-up prayer spaces' in the outdoor classroom area helps foster spiritual growth. Leaders ensure worship is inclusive so that all feel welcome regardless of their faith or worldview. Prayer is embedded practice and always invitational in nature, with the option for reflection if preferred. The strong partnership with local clergy contributes significantly to worship and the spiritual life of the school community. For instance, weekly clergy-led services and church visits throughout the year, allow adults and pupils to pause and reflect. Staff particularly value the pastoral support provided by clergy, especially in times of need.



Vision and School Culture

Leaders live and model the Christian vision with a clear purpose and dedication to every pupil. Staff know each one personally and share an uncompromising ambition for pupils with additional needs to thrive. They have received training in the therapeutic approach to behaviour. Therefore, expectations are high, based on reflection, responsibility, reconciliation and forgiveness. Consequently, 'learning, sharing and growing under God' becomes a reality. Leaders and the trust provide loving, generous support when members of the wider community experience difficult times. Guided by the Christian values, relationships across the school are characterised by courage, respect and kindness. This is testament to the Christian vision in action. Pupils and adults feel highly valued because they have their voices heard. This creates a fruitful learning environment where pupils and adults can grow like the mustard seed into the best version of themselves. Pupils welcome and support new members of their school with friendship. As a result, the school vision is lived out in a practical way for the benefit of the whole school community.

Vision, Justice and Responsibility

The impact of the school's commitment to sheltering others is revealed in the actions of pupils towards others. For instance, the eco councillors coordinate initiatives that serve the wider community, including efforts to minimise plastic waste and hosting sponsored events. The annual eco conference and other shared events organised by the trust, are particularly valued. Older pupils relish their leadership roles, such as reading buddies, house captains and peer mediators. These enable them to be role models for younger pupils, linking clearly to the vision of growing into a tree to shelter others. Pupils reach out to the community by supporting a local foodbank and a homeless charity in High Wycombe. Older pupils participate in a national citizenship scheme and the school benefits from twinning links with a primary school in Kenya. Through the curriculum, there are opportunities for pupils to learn about social injustice in the world. For example, by discovering how fair trade works. However, although many can talk about fairness, at present, pupils' understanding of injustice is limited.

Religious Education

Leaders ensure that RE has a high priority within the curriculum. The trust, diocese and local church provide valuable guidance, training and networking opportunities for RE leaders and governors. With effective support from the diocese, the curriculum has been reviewed and updated. It is well-balanced, well-sequenced and is enriched by workshops, visitors and trips. The teaching of Christianity as a global world faith is particularly strong. Pupils enjoy RE and are motivated to learn because lessons encourage them to be curious. A recent visit to a Gurdwara was particularly enjoyed. A weekly RE club allows pupils to ask 'deep' or 'big' questions. Consequently, pupils are active, curious learners who enjoy the subject and speak enthusiastically about it.

Experienced teachers actively support staff in the school and across the trust, developing subject expertise. This means that the quality of teaching of RE is strong and reflects the vision to 'shelter' and help others. Teachers deliver high-quality lessons focused on answering big questions. Pupils are encouraged to respond to learning in imaginative ways, including through art and drama. Debates such as creation versus evolution spark lively discussions. This demonstrates pupils' knowledge of worldviews and their ability to consider different opinions and viewpoints respectfully. Teachers use assessment and feedback skillfully to ensure that pupils' misconceptions are picked up quickly. As a result, pupils across the school, including those who have additional needs, progress well in their lessons.

Information

Address	Penn Street Village, Amersham, Buckinghamshire, HP7 0QL		
Date	02 March 2026	URN	147807
Type of school	Academy	No. of pupils	164
Diocese	Oxford		
MAT	Oxford Diocesan Bucks Schools Trust (ODBST)		
MAT CEO	Sulina Piesse		
Headteacher	Julia Payne		
Chair of Governors	Michael Bowditch		
Inspector	Jenny Earp		