

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Roxton Church of England Academy

Vision

Roxton CE School provides the firm foundations to enable all to flourish and grow with high expectations and aspirations under the guidance of our Christian values. We aspire to develop good citizens who foster love, respect and responsibility reaching out to the local community and the wider world.

'In faith we learn and grow together to build our lives on solid foundations so that we can withstand the storms of life.'

Our vision and values are taken from the parable of the wise man who built his house upon a rock, as found in Matthew 7:24–27.

Roxton Church of England Academy 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 deeply embedded Christian vision drives leaders' strategic decisions and everyday interactions. It inspires staff and pupils to build firm foundations in school life.
- Collective worship is an active and uniting call to the school community. Through the careful exploration of the Christian values, it encourages pupils and adults to make the vision a lived reality.
- The effective leadership of religious education (RE) results in an engaging and diverse curriculum. This ensures that learning enhances pupils' understanding and knowledge of a range of religions and worldviews.
- Relationships in the school are warm and nurturing. Consequently, pupils and adults grow in respect, love and friendship.
- Pupils and adults are known and valued as unique individuals. Support with learning ensures that pupils, including those with special educational needs and/or disabilities (SEND), thrive.

Development Points

- Extend opportunities for pupils to learn about justice and responsibility through the curriculum and worship. This is to enhance their understanding of the difference they can make, empowering them to bring about change.
- Embed the school's approach to spiritual development across the curriculum. This is to enhance the way pupils and adults are able to identify, communicate and deepen their personal spirituality.



Inspection Findings

Vision and Leadership

Roxton Church of England Academy is a warm and welcoming school where adults and pupils build firm foundations. This creates a culture where they can learn and grow together. Leaders have crafted a meaningful and impactful Christian vision built around the name of the school, which means 'built on rock'. Through their vision-led actions, leaders, including governors, demonstrate a commitment to the school's foundation as a Church school. The trust and school visions have been carefully developed to ensure they align with each other. Active monitoring by the trust and governors provides robust challenge for the school. Their careful evaluation of how well the school is doing helps them to target support, enabling pupils and adults to thrive. The vision, lived out through Christian values, is actively demonstrated in daily life, inspiring both pupils and staff to live well together. Pupils meaningfully reflect on how the values have inspired them both in and outside of school. The vision guides decision making at local and trust level, upholding the school's strong identity. This compassionate leadership provides challenge, support and stability, allowing pupils and staff to flourish.

Vision and Curriculum

Inspired by the vision, leaders have built a curriculum that meets learners' needs. It is appropriate and relevant to the community it serves. Adults provide pupils with memorable and enriching opportunities. For example, they benefit from a range of lunchtime clubs, including table tennis and singing. Pupils value these learning experiences, as demonstrated in their positive feedback and surveys undertaken in peer reviews. The curriculum and learning environment provide opportunities for personal contemplation. Examples include areas of the classrooms that have been carefully designed to enable independent prayerful reflection. Forest school sessions help pupils connect with nature. This fosters a sense of wonder and encourages them to consider their role in the world. These demonstrate a growing range of ways to explore spirituality inside and outside the classroom. Although there are opportunities to encounter spirituality and a developing understanding of what this means, this is not embedded across the curriculum. Consequently, pupils and adults are still establishing their ability to express how spiritual opportunities impact on them.

Worship and Spirituality

Collective worship is a highlight of the school day at Roxton. It unites the school community and deepens their understanding of the values. Vision ambassadors and staff seek to celebrate and reward those who are living out these standards. This inspires pupils to show love and respect. The rich and mutually beneficial partnership between leaders and local clergy unites the school community in prayerful reflection. The local church provides meaningful opportunities for pupils and adults to visit, such as during Easter, Harvest and Christmas. This enables pupils and their families to celebrate together significant times in the Church year. The biblically based stories that are explored help pupils to deepen their understanding of the Bible. Worship is invitational and the adults ensure that the content is carefully crafted to be accessible for different age groups. Pupils are involved in a variety of ways in leading worship. They do this with enthusiasm and enjoyment, recreating dramatizations of Bible stories, reading prayers and lighting candles. The high level of pupil engagement demonstrates how important time to worship is to them. Moments of stillness and a chance to write prayers provide some opportunities for spiritual development. However, the school's understanding of spirituality is still growing which limits the way adults and pupils can express how worship impacts on them spiritually.

Vision and School Culture

Built on positive relationships, the vision inspires pupils to show love, friendship and respect in their interactions with one another. As a result, a harmonious culture is cultivated, allowing them to feel secure and supported as they collaborate and build on strong foundations. Wellbeing is a priority for the trust, with a suite of assistance available to those who require it. The school's adults feel appreciated and recognise that their wellbeing is valued. As a result, the staff team is stable and supportive. Inclusion is a strength. Pupils, including those



considered vulnerable, are cared for by adults and peers alike in a dignified and loving way. In partnership with a local wellbeing charity, the school ensures that pupils are assisted with their mental health. This helps them to access learning through careful adaptation. The positive culture ensures pupils are celebrated as unique individuals. Staff go above and beyond to ensure the building of firm foundations. They work tirelessly to ensure that pupils leave Roxton ready to thrive in their next stage of education. The vision drives staff teamwork, enabling them to persevere even when situations can be challenging. Staff know pupils well and celebrate their talents. Consequently, they feel respected and valued members of this nurturing school family.

Vision, Justice and Responsibility

The vision and associated values inspire a school environment that encourages pupils to be happy and confident. The value of community inspires them to take up responsibilities, such as being vision ambassadors and heads of houses. Within the curriculum, pupils have opportunities to learn about contemporary and historical inspirational people who have challenged injustice. As a result, they are developing a broader understanding of justice. Pupils grow their sense of responsibility to others through their learning. For example, one class chose to sponsor an arctic animal when learning about frozen kingdoms. Staff encourage pupils to demonstrate the school values through love and respect for one another. An example of this is the way older pupils use their sense of care for others to support younger members of the school community. However, the way pupils are enabled to independently progress their sense of responsibility to others is less developed. This means their understanding of justice and opportunities for self-led actions are limited.

Religious Education

RE is well led, with a wealth of resources available to teachers in planning and delivering lessons. The curriculum is balanced and carefully sequenced. Consequently, this enables pupils to explore Christianity and a range of worldviews and faiths in depth. It fosters firm foundations through a culture of acceptance and mutual respect. Pupils enjoy trips and visits, such as the faith tour where they visit various local places of worship. This helps them better understand how people from different faiths live out their beliefs and values. Listening to real-life examples of diverse faiths from different perspectives encourages pupils to be more understanding and accepting of difference. As a result, they remember their learning in RE over time and speak knowledgeably about it. Leaders and staff value RE, ensuring it has a prominent place within the taught curriculum. It is well resourced with engaging displays around the school, enhancing the way it supports pupils to flourish in RE.

Staff know that they can draw upon the knowledge and expertise of the RE leader whenever they need. Consequently, staff confidence in teaching RE is strong and they are well supported. Careful assessment is made of individual progress in each unit of work. This enables teachers to ensure that pupils are meeting their potential in RE. Pupils benefit from a variety of engaging and creative activities in the RE work which maintains enthusiasm for the subject. Big questions enable them to think more deeply about philosophical ideas. Learning is well planned and sequenced enabling pupils to build knowledge steadily. As a result, they make good progress.

Information

Address	School Lane, Roxton, Bedford, MK44 3DR		
Date	25 September 2025	URN	146269
Type of school	Academy	No. of pupils	58
Diocese	Diocese of St Albans		
MAT	Diocese of St Albans Multi-Academy Trust		
MAT Chair	Janet Mackenzie		
Headteacher	Anna Spyropoulos		
Chair of Governors	Hayley Mudge		
Chair of Trust	Jenny Jenkins		
Inspector	Andrew Terrey		