

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

### The Aylesbury Vale Academy

#### Vision

At AVA, we aim to serve the common good by helping children, young people, and our wider community flourish through education and opportunity, preparing students to discover their role in society and make meaningful contributions. Guided by our Christian ethos and core values of respect, aspiration, and resilience, we nurture each student's potential, inspired by scripture and a commitment to service.

Our school Christian vision and values embody our belief in the strength of our community and that we will enable every child to have the best possible chances for the future, discovering their role and contribution in society.

The Aylesbury Vale 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

- Leaders are committed to ensuring that the vision is central to the work of the school. As a result, staff and students are able to thrive by striving to be the best version of themselves
- Adults treat students at the school with exemplary care. This means that students, particularly those deemed to be vulnerable, flourish in their personal development to a remarkable degree.
- Inspired by the vision, leaders craft the curriculum to ensure that students are given a full and rich learning experience. It supports their learning needs effectively and enables them to develop their talents and interests.
- The school's values are the touchstone by which students measure their actions. As a result, they develop into caring and confident young people, well prepared for the next stage in their lives.
- The religious education (RE) curriculum is carefully planned and delivered with skill and enthusiasm. Consequently, students enjoy their lessons and grow in their religious literacy, empathy and understanding.

#### Development Points

- Refine and embed the language that the school uses to speak about spirituality. This is to enable students to better articulate their spiritual experiences and development.
- Develop systematic opportunities for students to learn about justice and responsibility. This is to support their understanding of how they can contribute to a fairer world.



## Inspection Findings

### Vision and Leadership

The Christian vision is a carefully considered and appropriate response to the school's context. An all-through school, The Aylesbury Vale Academy sits at the heart of its diverse community. The vision underpins its commitment to the flourishing of the students and the community. It is expressed in the three core Christian values of respect, aspiration and resilience. These values and the Bible verses that support them are displayed prominently throughout the campus. They are central to the whole work of the school, from governors' budget decisions to the curriculum taught in both phases. As a result, they are deeply embedded in school culture and have a profound impact. The focus on aspiration and resilience raises students' expectations of what they can achieve and gives them the tools to do so. The focus on respect promotes an orderly community, where students choose to learn and support the learning of others. Leaders, including governors, systematically evaluate their actions by the degree to which they make the vision a reality.

### Vision and School Culture

The school is characterised by a culture of care. This is the product of the vision and of adults' profound commitment to the wellbeing of students. Pastoral leaders monitor students as they enter school each day. Any who need support are identified and offered appropriate pastoral or practical care. Strategies to help those who are deemed to be vulnerable or going through difficult times are comprehensive and carefully managed. This, together with the 'hive' facility, enables those who otherwise could be lost to education, to learn with dignity. The school's approach to rewards ensures that those who demonstrate the Christian values are celebrated. Students of all ages value this recognition and strive to live out the vision. Staff are skilled at identifying and addressing those issues that may cause young people to struggle with their learning. The emphasis on restoring relationships ensures that the school community is purposeful and harmonious. Leaders set a high priority on staff wellbeing. Adults value their access to mental health support and leaders' willingness to offer practical help, particularly in difficult times. Staff turnover is low and this reflects both adults' commitment to the young people in their care and the support they receive. The school's culture is a powerful force for good and promotes the flourishing of both adults and students.

### Vision and Curriculum

Leaders shape the curriculum to ensure that students in each key stage are supported to aim high. Secondary specialists teach modern languages in the primary years and those in the secondary phase follow two modern languages. Leaders prioritise cultural education and reading to support students' holistic development. Students benefit from a rich extra-curricular offer including weekly sports and arts clubs as well as visits and residential activities. Aspiration is further promoted by the strong careers thread in the curriculum. Leaders ensure that cost is not a barrier to participation in what the school has to offer. Adults produce school performances with multiple casts so that nobody is excluded from the communal enterprise. Those who find learning challenging receive bespoke targeted support. In this way they thrive by being fully included in the school community while having their learning needs accommodated. The curriculum offers opportunities for students to grow spiritually. However, they lack the language to effectively articulate its impact on them.



### Worship and Spirituality

Collective worship is carefully planned throughout the year. It includes celebrating key Christian festivals and exploring issues and current events in the light of the school values. Gatherings use a Bible verse or passage to anchor the worship to the school's Christian foundation. Larger gatherings are led with imagination and skill and support students' spiritual flourishing. They pay close attention and respond with enthusiasm. In the secondary phase, larger gatherings are supplemented by times of reflection in form groups. These reflections offer the opportunity to consider an issue of significance in the context of Christian teaching. All gatherings are sensitive to the diverse nature of the school population, ending with an invitation to pray or reflect silently. The partnership with the local parish greatly enhances worship. Clergy support school leaders with both the planning and delivery of regular acts of worship. Staff confirm that they flourish spiritually through their participation in collective worship. The school's recently developed language for expressing spirituality supports the school community in reflecting on what they experience in worship. However, it is not fully understood by students and this limits the impact of worship on their spiritual development.

### Vision, Justice and Responsibility

The centrality of respect as one of the key values creates a culture where students understand their responsibility towards others. As a result, they enjoy the opportunities they have to support their peers and to improve school life. The elected student parliament is vocal about matters that affect their welfare, such as road safety near the school. The parliament also promotes a donation box, which supports those who are without key items of stationery. Older students act as mentors to younger ones and student ambassadors take responsibility for representing the school at public events. Close links with the local community give students the opportunity to broaden the scope of their service. They work closely with the parish church, other faith groups and the local food bank. They both collect food and support its distribution. A particular concern of some members of the school community is the impact of floods in Pakistan. As a result of their commitment, the school offers practical support in the form of care packages. The vision inspires students to see their responsibility to others. However, they are less informed about the need for justice. This limits their appreciation of the positive difference they can make as agents for change.

### Religious Education

RE is given high status throughout the school. Subject leaders across primary and secondary phases have crafted the curriculum carefully to ensure progression and balance. The curriculum covers major faiths and non-religious worldviews with an appropriate emphasis on Christianity. The lived experience of people of different viewpoints is explored sympathetically. Enthusiastic and skillful teachers ensure that the curriculum is delivered effectively. All students enter a GCSE examination at the end of Key Stage 4 and A Level RE is a well-supported option in the Sixth Form.

Teachers across the school are supported with professional development. This, alongside joint moderation of work and regular lesson observations, ensures that students experience a uniformly high standard of teaching. They enjoy their lessons and speak enthusiastically of the importance of RE. They volunteer that it helps them understand the views of their peers and explore their own religious perspectives. RE lessons are fast paced and vibrant with opportunities for individual reflection, small group work and whole class discussion. As a result of engaging lessons and well-focused assessment, students make strong progress. RE contributes significantly to their spiritual development and to their understanding of themselves and others.

## Information

Address	Paradise Orchard, Aylesbury, Buckinghamshire HP18 0WS		
Date	04-05 February 2026	URN	135879
Type of school	Academy	No. of pupils	1859
Diocese	Oxford		
Principal	Gavin Gibson		
Chair of Governors	Charlotte James		
Inspector	Andrew Wilcock		