

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Whitchurch Church of England Primary School	
Address	Daniel Road, Whitchurch, RG28 7LS
School vision	
<p>The vision of Whitchurch Primary School is written in the form of a school prayer: Lord God, together we make a difference with love, courage and respect. With kind actions, words and thoughts we accept everyone for who they are and look after those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen.</p>	
School strengths	
<ul style="list-style-type: none"> • The school's vision is known and understood by members of the school community. It supports everyone, including those that are vulnerable, to flourish. Pupils, staff and visitors demonstrate love and respect towards each other. • There is strong church school leadership. Leaders have a clear direction for continued development and lead courageously. The governing body's monitoring and evaluation is vision focused and helps inform and improve the school's practice. • The school is rooted in the community and is warm and welcoming. Pupils are helped to think about others and make a difference through their kind actions, words and thoughts. • Clear links are made to the school's vision and values in worship, supporting members of the school community to flourish spiritually. Pupils look forward to, enjoy and listen respectfully to the variety of worship they experience each week. • Religious education (RE) is confidently led and managed. The RE curriculum is well sequenced, balanced and diverse. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the chosen model: self, others, beauty and beyond to provide opportunities for spiritual flourishing. Make explicit links to aspects of spirituality in collective worship planning and delivery to ensure all strands are developed. • Use the school's vision, values and approach to spiritual development to further shape the wider curriculum to ensure they are an intrinsic part. • Extend the work pupils have done to bring about change locally. Enable them to be agents of change and challenge injustice in the wider world. 	
Inspection findings	
<p>Whitchurch Church of England Primary School's vision is rooted in the Bible verse 'Love your neighbour as yourself', Matthew 22:39. It supports members of the school community to flourish. The vision is expressed as a school prayer and is lived out through the values of love, courage and respect. The school vision and associated values are at the heart of school decision making and policies. Pupils behave well and are respectful, calm and caring. Any behaviour issues are resolved</p>	

using the school's values as the basis of discussion to achieve reconciliation and forgiveness. Parents talk about the school values going home with pupils and being able to use them to anchor conversations with their child.

School leaders are compassionate, thoughtful and reflective. They have a clear direction for the continued development of the school as a church school. They make courageous decisions to ensure the needs of pupils are met. The governing body is committed, serves the school ably and brings a range of experiences and voices to the role. They are supportive and have a comprehensive knowledge of the school. The school's vision and values are very much at the forefront of the regular monitoring visits by governors. Their evaluation helps inform and develop the school's practice. For example, as a result of governor monitoring, RE is now taught weekly rather than as a block. Subsequent pupil conferences by governors have shown that pupils are now retaining more of their learning.

Situated in an area that is predominantly White British, the school seeks to broaden pupils' horizons through the broad and balanced curriculum it offers. There is a wide range of extra-curricular activities that all pupils are encouraged to participate in, particularly those who are disadvantaged. Through the local church, the school has well established links with a school in Mityana, Uganda. Pupils explore the similarities and differences between the two schools and report that this makes them feel grateful for what they have. Global displays around the school remind pupils that they are global citizens and part of something much bigger. A diocesan adviser has recently worked alongside school leaders and staff to develop thinking around spiritual development. All classes have an interactive spirituality display that is used as part of class worship, and in some curriculum discussions. Although school leaders are very articulate about their understanding of spiritual development, this work is in its infancy. Spiritual development is referenced broadly in curriculum and collective worship planning.

The planning for collective worship is comprehensive and inclusive. Pupils look forward to, and enjoy the variety of worship they experience each week. A wide range of stimulating and thought provoking resources are used to help ensure worship is inspirational. Anglican traditions, such as the lighting of candles, prayer and reflection are consistent elements of worship throughout the week. The light prayer and vision prayer are so familiar that pupils know them by heart. Prayer is invitational; pupils who don't engage with prayer listen respectfully. Pupils skilfully link Bible stories to their school values and are helped to make relevant links to their own lives. Worship leaders, chosen or elected by their class, play an active role in worship. They take pride in their role and the positive impact they have on their fellow pupils. Parents appreciate the weekly sharing of worship themes and reflections by pupils. They are frequently surprised at the depth of the pupils' reflections.

The school has a close relationship with their linked church, All Hallows. Clergy, and other members of the church, play an active role in the life of the school. The varied styles of worship pupils experience through the church significantly contribute to their spiritual development. These visits are also enjoyed and valued by the school community. Pupils are so familiar with All Hallows that they have a feeling of belonging and regard it as their church. A creative church and school project to develop prayer spaces enthusiastically engages pupils in prayer.

Promoting inclusivity is integral in the school's work and nurture rooms have been established for pupils with the greatest need. These pupils are well supported with specialist provision and integrate with classes each day. The focus on developing a positive mindset supports pupils to succeed emotionally as well as academically. Specialist mental health support is in place for pupils needing it; their provision is adapted to meet their individual needs. Some pupils participate in worship in much smaller groups where they feel nurtured and secure. All pupils are helped to feel

that they belong, and to understand their place in the world. Staff also receive good support, both academically and emotionally, by school leaders and each other. They appreciate the opportunities they have to develop their roles and confidence through continuous professional development.

Pupils care deeply about the environment and are keen to ‘work together to help the world live longer’. They have engaged in river dipping to help protect the local chalk streams from pollution. Pupils are also keen to recycle and have set up their own environmental groups. Pupils speak passionately about working together to make small differences in the local community; one class had tea and cake with elderly people. Pupils have had fewer opportunities to challenge injustice and act as agents for change in the wider world. For example, why are the lives of children in Mityana so different to theirs?

RE is skilfully led and managed with a curriculum that is well sequenced, balanced and diverse. Recent changes to timetabling mean that RE has a high profile across the school. It is well resourced and virtual resources are used to enable pupils to visit places of worship. The RE training is delivered by the diocese and valued by staff. It is supporting them to deliver the RE curriculum with increased knowledge and confidence. Collaboration with local church schools and sharing good practice is used to reflect on and improve the provision for RE. Governors regularly contribute to the monitoring of RE. They are perceptive in their feedback to leaders and this helps to enable the continued development of RE.

The inspection findings indicate that Whitchurch Church of England Primary School is living up to its foundation as a church school.

Information			
Inspection date	25 January 2024	URN	116324
VC/VA/Academy	Voluntary controlled	Pupils on roll	446
Diocese	Portsmouth;Winchester		
MAT/Federation			
Headteacher	Cindy Pritchard		
Chair	Jo Fisher		
Inspector	Jo French	No.	2225