

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Witherley Church of England Voluntary Controlled Primary School	
Address	Church Road, Witherley, Atherstone, Warwickshire, CV9 3NA
School vision	
‘Let your light shine’ Matthew 5:16	
<p>To provide a safe, happy, inclusive Christian learning environment that nurtures the individuality of each child; To enable all children to fulfil their unique potential: emotionally, academically, physically, socially and spiritually; To provide our pupils with memorable learning experiences that inspire curiosity about the world around us and foster a lifelong love of learning; To grow together as a community, embracing difference and diversity.</p>	
School strengths	
<ul style="list-style-type: none"> • As a result of the effective implementation of the school’s Christian vision, Witherley is inclusive and welcoming of all pupils. • Vision-driven leadership has facilitated very strong, and strengthening, relationships between St Peter’s church, the school and its families. This is enabling spiritual flourishing. • Relationships between staff and pupils are warm and positive, creating a culture where each individual is able to shine. • The school provides a contextually-driven, exciting curriculum, including an impactful forest school provision. This broadens pupils’ understanding of the world and their place in it allowing their light to shine. • The school provides effective support for the mental health and wellbeing of pupils and staff which reflects the Christian vision of empowerment. 	
Areas for development	
<ul style="list-style-type: none"> • Strengthen the shared understanding of spirituality so that pupils and adults are confident in expressing their spiritual growth. • Give pupils the opportunity to deepen their understanding of a wider range of religions and worldviews through the religious education curriculum. 	
Inspection findings	
<p>The leadership at Witherley Church of England Primary School has developed a Christian vision centered upon the context and needs of their community. The vision drives the decisions made by leaders, including the governing body. As a result, pupils and adults at the school are confident of the light within each that can shine. Pupils and adults at the school know that they are valued and that each has something to offer. This enables pupils and adults to flourish and feel part of a loving community.</p>	

Collective worship enables pupils and adults to flourish spiritually. The vision gives pupils a clear understanding of their potential to shine. Pupils are enthusiastic about collective worship and are keen to take part. Pupils of all faiths and none are invited to engage in collective worship. They do so enthusiastically. The content enables pupils to make explicit links with their own lived experience. They are invited to submit their own prayers, encouraging personal reflection and connection to something other than themselves. Pupils are invited to reflect in response to worship. This enables them to choose how to respond. Pupils and staff speak very positively of the Open the Book team which regularly visits the school. They find the Bible stories presented engaging and interesting. There are strong links with St Peter's church. Pupils and their parents see the church as a special place and an integral part of school life. Staff and pupils enthusiastically engage with church-led activities. This relationship encourages pupils to reflect upon their own spirituality and that of others. There are spaces for quiet and stillness on the school site where pupils will go to reflect upon their own choices and those of others. School leaders understand that spirituality is key to the development of the whole pupil and that this can look different for each individual. However, there is lack of a shared language being used to express a common understanding of spirituality. As a result, not everyone is able to effectively articulate their spiritual growth.

The school's vision has created an environment where pupils and adults are encouraged and supported to treat themselves and others well. The wellbeing of pupils and staff is a high priority, allowing pupils and adults to flourish. The school supports its pupils and helps them to grow through the fostering of a caring, inclusive environment. The school's approach to pupils with special educational needs and/or disabilities (SEND) is inclusive. All staff have had training in mental health first aid and trauma-informed practice. This enables them to address the needs of pupils with specific challenges in these areas. Governors are very supportive of the head teacher which supports the effective leadership of the school. Staff receive a high level of support for their mental health and wellbeing from the head teacher. The result of this is a nurturing environment creates a deep sense of all belonging and feeling valued.

The school's vision has created an active culture of justice and responsibility. Pupils are taught to respect others and accept difference. As a result, they understand the importance of all people being treated equally. The relationships between pupils and adults are kind and respectful. The school has a restorative approach to behaviour management. This creates a supportive environment where compassion and forgiveness are evident and a sense of individual responsibility fostered. Through the curriculum and the use of age-appropriate news sources, pupils are aware of local, national and international events. This leads to discussions around justice and responsibility facilitated by the teachers within a nurturing context. Pupils actively look beyond the school and work to serve others. Pupils have initiated fundraising activities, speaking with confidence about the opportunities they have to raise money for others locally, nationally and internationally. Staff have responded positively to such initiatives. This has reinforced the message of the school's vision, demonstrating the impact of the individual's light shining brightly, empowering pupils to see themselves as agents for change.

In response to the school's context, the school has developed an exciting curriculum that broadens pupils' understanding of the world and their place in it. The school has also introduced a comprehensive forest school curriculum. This enables pupils to access their learning in different ways. The school pays close attention to pupils' individual needs. As a result, they offer a range of opportunities that enable pupils, including those who are vulnerable, to flourish. School leaders give high priority to ensuring that all pupils are supported, whatever their academic ability or need. Decisions around the allocation of resources prioritise maintaining effective support for the most vulnerable whilst enhancing the curriculum offer to all. This enables pupils to shine, including those who are disadvantaged, those with English as an additional language, and those with SEND.

The teaching of RE is clearly structured using a range of high quality resources. Leaders ensure that the subject is well resourced and that staff receive appropriate training. As a result, pupils enjoy lessons which build on their prior learning and extend their understanding through challenging activities. Pupils at all stages are given the opportunity to reflect on what they have learnt. This enables them to apply their learning to their own experiences. Leaders are aware that the context of the school means that pupils have limited exposure to faiths other than Christianity. In order to address this, pupils go on trips to different places of worship. At Diwali, the school facilitated a video-link to a family in India so that pupils could speak to a family Hindu family during the celebration. These enable pupils to gain a real understanding of the way in which Hindu's celebrate this festival, enhancing their understanding. Pupils have a good understanding of Christianity as a global faith. However, pupils' understanding of a range of religions and worldviews is less well developed.

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

Information			
Inspection date	4 July 2024	URN	120172
VA/VC/Academy	Voluntary controlled	Pupils on roll	102
Diocese	Leicester		
MAT/Federation			
Headteacher	Deborah Middleton		
Chair	Mark Weaver		
Inspector	Desmond Ricketts	No.	C23/24