

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

### Warfield Church of England Primary School

#### Vision

Friends on a learning journey achieving success together. We are all on a journey together that continues beyond our time at Warfield CE Primary School. Our journey will not always be straight and smooth. We know that when things are difficult we have the values, skills and knowledge that we need to help us remain resilient and determined and we have important relationships that support us and guide us, including our relationship with God. We have hope in our future and faith in each other and God shines light on our path, showing us the way. 'Your word is a lamp to my feet and a light to my path.' Psalm 119:105

Warfield Church of England Primary 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

- Dedicated leaders are inspired by the Christian vision to make choices and take action so that pupils and adults flourish. They model and nurture positive relationships that create a powerful culture of respect and trust at the heart of the school.
- The inclusive curriculum is an outworking of the vision. It promotes pupils' curiosity, confidence and resilience. Leaders provide tailored support so that the needs of learners are well met.
- Leaders prioritise wellbeing across different aspects of school life. The vision is lived out in the strong sense of a school community caring for each other. As a result, pupils and adults thrive in their relationships and personal development.
- The curriculum for religious education (RE) is well-sequenced and challenging. It enables pupils to build on prior learning to acquire knowledge about a range of religions and worldviews and, through this, respect for individual beliefs.

#### Development Points

- Embed a shared understanding of and language for spirituality. This is to enrich planning across the curriculum and enable pupils and adults to articulate and deepen their spiritual awareness.
- Extend opportunities for pupils to learn about issues of injustice so that they recognise how they can take action to make a positive difference in the world.
- Enhance pupils' knowledge of diversity within faiths and worldviews, including Christianity. This is to increase pupils' understanding of differences within religious and non-religious worldviews.



## Inspection Findings

### Vision and Leadership

The Christian vision of journeying together guided by shared values is deeply embedded in the life of the school. It drives the work of its leaders and is expressed through the school's seven values which include kindness, respect and teamwork. Pupils and adults thrive because positive relationships sustain individual flourishing. There is a loving culture that fosters hope and resilience in difficult times. Adults recognise and value pupils' unique individuality. Therefore, pupils feel included, cared for and trusted. The school has a highly committed staff team and access to specialist services that enhance its work. Partnerships with local churches and the diocese provide valuable support for the values-led work of leaders. Together, they plan whole school opportunities for people to think about issues such as homelessness, conflict and forgiveness in different ways. This nourishes the spiritual growth of pupils and adults. Governors know the school well and work with school leaders to model open-minded problem-solving and an ongoing improvement cycle. They incorporate pupil and staff feedback as part of their decision-making. For example, staff input contributes to the revision of behaviour management strategies. This creates a community that is inclusive and nurtures the personal development of adults and pupils.

### Vision and Curriculum

Pupils benefit from an inclusive curriculum inspired by the school's vision to achieve and succeed together. Guided by their shared Christian values, members of staff collaborate to refine their understanding of pupils' needs and to plan provision to match these. They prioritise kindness and respect in devising bespoke programmes for individuals. As a result, pupils develop faith in themselves and others, feel affirmed in their uniqueness and thrive. Leaders have designed a curriculum with curiosity at its core. 'Big questions' encourage pupils to think deeply about different aspects of life and to reflect on their own learning. This means that the curriculum engages and challenges pupils. Teachers make use of spontaneous opportunities for spiritual response and reflection in a range of subjects. For example, pupils examine close-ups of snowflakes and explore the meaning of light years. Consequently, pupils appreciate the spiritual dimension of life. The curriculum includes diverse learning opportunities. These broaden and deepen pupils' experiences in a range of subjects including history, science, music and sport and foster their confidence and resilience. Therefore, pupils benefit from a curriculum on and off site that helps them to live full lives.

### Worship and Spirituality

Collective worship is a special time to come together as a diverse school community. Exploring Christian values, Bible texts and current world issues together nurtures a sense of belonging. Collective worship fosters personal development through music, stories and quiet reflection. This stimulates pupils' spiritual growth. Pupils who have special educational needs and/or disabilities (SEND) are thoughtfully supported ensuring their sense of being included. Pupils are invited to connect their experiences of worship to their daily lives. For example, they explore the story of Belshazzar's feast and how this can offer them guidance about respectful behaviour. Visits to the church for special services and class-led worship with parents in school bring families together. This promotes a deeper understanding of Anglican traditions and the church year. Carefully planned class worship provides time for pupils to ask and answer questions and space for personal prayer or contemplation. This enables pupils to flourish spiritually. However, the school has not adopted a shared understanding and language of spirituality. This limits the power of opportunities in collective worship to foster it.

### Vision and School Culture

Inspired by the Christian vision to journey together in friendship, leaders and staff members share a strong sense of common purpose. Leaders prioritise wellbeing and there is an inclusive, dignifying, equitable culture. Staff members listen to and care for each other and there is a collaborative approach to problem-solving. As a



result, their personal and their professional lives are enriched. Staff members know pupils and families well and respond to their concerns. Pupils and their parents benefit from the different ways the school provides help for families in difficult times, including for pupils considered vulnerable and with SEND. For example, targeted work by skilful school practitioners fosters pupils' social and emotional wellbeing so that they can access learning. Forgiveness and understanding underpin the school's approach to supporting each other through the difficulties of life's journey. Pupils are encouraged to reflect on the impact of their actions on the feelings of others. The strong culture of kindness and respect strengthens relationships. This enables pupils to live well together and appreciate one another.

#### Vision, Justice and Responsibility

The Christian vision creates a respectful culture of justice and responsibility. It is characterised by positive relationships at all levels and is supported by the school values. Leaders work hard to make sure that there is equity, including providing flexible learning spaces and inclusive extracurricular experiences. Effective curriculum planning and carefully designed collective worship support pupils to explore their rights and responsibilities. Teachers lead discussions on these issues and encourage pupils to think about them. As a result, pupils have a good understanding of fairness and encourage one another. They take on a wide range of leadership roles including older pupils taking responsibility for younger ones as 'buddies'. They look forward to these opportunities to be responsible for others. Pupils respond enthusiastically to leading initiatives in school, including as school councillors. For example, they champion improving the school grounds with more plants and trees. They understand that they can have a positive effect on others. However, currently, the range of opportunities for pupils to engage with issues of injustice is more limited. Thus, pupils' understanding of how they can take action to promote justice is underdeveloped.

#### Religious Education

Leaders ensure that RE has a high profile across the school. They are committed to developing subject leadership and are well supported by diocesan and church partnerships. This strengthens curriculum design and staff confidence. The curriculum is thoughtfully sequenced. For example, learning about the Incarnation in Christianity builds on prior learning about the Christmas story and light as a symbol. This enables pupils to increase their knowledge and subject-specific vocabulary over time. It is designed to meet the needs of the school community and its enquiry-led approach nurtures pupils' personal growth. Lessons provide opportunities for pupils to explore their own views whilst learning about and respecting those of others. There is a clear plan for teaching about a diverse range of worldviews, including Christianity. This empowers pupils to talk confidently about ways people might express their religious beliefs. However, strategies to strengthen understanding of diversity within faiths and worldviews are less well established. Consequently, the impact of these is not consistently evident.

## Information

Address	Sopwith Rd, Warfield, Berkshire RG42 6BR		
Date	9 February 2026	URN	109982
Type of school	Voluntary controlled	No. of pupils	412 (with 33 in nursery)
Diocese	Oxford		
Headteacher	Anna Kennedy		
Co-chairs of Governors	Mel Shirvill Reena Thethy		
Inspector	Gillian Scozzafava		