

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Windrush Church of England Primary School

Vision

Learn, Love and Live - Life in All its Fullness - John 10:10

I am the Good Shepherd. I know my sheep and my sheep know me. John 10:14

Windrush Church of England Primary School values and supports all of its members as unique individuals. It is an aspirational, compassionate and caring school and a happy, welcoming and safe environment which promotes learning and self-confidence.

Windrush 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

- Leaders and staff at Windrush have a deep understanding of their Christian vision. This is instrumental in shaping a cohesive culture, bringing together a new school community.
- Driven by a clear, biblically rooted vision, the school nurtures a culture of love. This leads to an overwhelming sense of belonging, shaping positive relationships and partnerships.
- Inclusion is paramount to Windrush School. This allows pupils, including those with special educational needs and/or disabilities (SEND), and adults, to feel loved for who they are. They are well supported, enabling increased self-confidence to face daily challenges and therefore flourish.
- The vision drives exceptional support for wellbeing in adults and pupils. This leads to a community that looks out for each other so they can live life to the full.
- Well-planned, creative religious education (RE) deepens understanding of the diversity within Christianity and a range of religions and worldviews. This knowledge builds respect and prepares pupils for our diverse world.

Development Points

- Establish clear and progressive opportunities within curriculum subjects. This is to empower pupils to explore and reflect upon their personal spiritual journey, enabling them to flourish spiritually.



Inspection Findings

Vision and Leadership

Leaders and staff live and breathe the embedded Christian vision. It shapes strategic decisions such as welcoming community groups and the local church to use their facilities. Furthermore, it influences teaching and learning by encouraging pupils to aspire to be the best they can whilst supporting each other. As a result, there is a culture of welcome, belonging and looking after each other, as illustrated in the parable of The Good Shepherd. Pupils flourish at Windrush School. From the moment they start, the staff ensure that pupils are known. Learning is shaped to cater for their needs. Dedicated and experienced staff adapt the curriculum, which evolves to ensure pupils' individual learning styles are included. Consequently, whether high attaining, sporty, creative or needing support through the 'den' communication and interaction centre, pupils make progress in their achievements. Governors and leaders, including partnership with Windrush Church, ensure that the surrounding housing estate is included in school life. Joint projects such as Messy and Breakfast Church or the toddler group help families feel welcomed and develop a sense of belonging as they join a new community. Leaders, including the River Learning Trust and governors, ensure the vision is evolving as the school grows and context changes. As a result, the astute monitoring and evaluation of the vision positively impacts this growing Church school.

Vision and Curriculum

The vision shapes a creative curriculum and extra-curricular activities, which are packed full of exciting opportunities for the pupils. Clubs such as art, 'Rattle and Roll' drama, alongside learning about the Windrush area and local heritage stimulate interest and nurture curiosity. Consequently, pupils enjoy their learning and highly value their time at school. Opportunities to learn about God's world are rich. Pupils appreciate the wonder in their environment, such as the vegetable garden and much-loved chickens. However, planned opportunities for spiritual growth within subjects are not fully developed. As a result, pupils do not confidently reflect upon their spiritual flourishing. Trust and leaders make bold decisions about the teaching, learning and the curriculum. As a result, the potential of disadvantaged pupils, including those with SEND, is transformed. This is because they are extremely well supported in line with the school's vision.

Worship and Spirituality

Pupils talk enthusiastically about worship, welcoming the opportunity to come together daily. They recognise how it shapes their thinking and actions. For example, the story Jesus told of The Lost Sheep guides their friendships and care for everyone. Older pupils reflect upon the story of The Flood and how this teaches them to have hope and be patient for better things to come. Leaders plan worship carefully to reflect the church calendar and current affairs. They also ensure the vision and monthly value are prominent. Taking inspiration from Bible stories, teachers are seen as shepherds, looking after their flock. Pupils are offered a range of worship styles, such as one led by an ordained Baptist minister and gathering in class. This, coupled with songs, actions and stories, enables pupils to understand worship at their level. Opportunities for spiritual growth are plentiful through reflection time, moments of silence and invitational prayer. Pupils confidently offer prayers either written or spoken in front of the whole school. Staff are invited to each worship time and see this as their time to reflect and as a time to just 'be'. Consequently, worship nourishes and revives adults and pupils alike.

Vision and School Culture

Relationships between members of the school community are exceptionally strong. The vision, driven by unswerving leadership, is constantly used to reinforce the need to value and support each other. This results in a united school family, with mutually beneficial partnerships enabling the very best support for pupils. Promoting good mental health is high profile in school with the Trust supporting this through a Mental Health Wellbeing Team. This, alongside leaders who care deeply about the staff, nurtures and supports their work and wellbeing. Subsequently, staff thoroughly enjoy working at Windrush School and pupils benefit from excellent role models, demonstrating love and care firsthand. Pupils, including those deemed to be vulnerable, are valued for their



uniqueness, and social times are cherished. The school is an oasis of calm, and this peace results in a place where behaviour is exemplary and attendance is high.

Vision, Justice and Responsibility

The vision drives a culture of compassion and caring for one another. This impacts positively on relationships and partnerships in school. The school council decide, plan and lead fundraising for local charities. This includes the food bank run with Windrush Church representatives and playing bingo to fundraise for a hospice. Pupils have a strong moral compass and like things to be fair. They support the annual Christmas shoebox appeal. This demonstrates that pupils think beyond themselves and show responsibility towards others. As pupils mature, they develop a greater depth of understanding of courageous advocacy. Meeting the local mayor enabled pupils to put their views forward for the good of others. Parents are included in activities and visits to support pupils. Furthermore, partnerships with agencies to benefit pupils result in an effective culture of shared responsibility. This empowers flourishing within the community.

Religious Education

Engaging RE incorporates a diverse range of religions and worldviews. Planning is progressive so that skills and knowledge are built upon over time. Worldviews such as humanism and ethical veganism are taught alongside Christianity and a range of faiths. This demonstrates the school's inclusive nature in welcoming all. Teachers have access to training from the leader and the diocese. This leads to teachers who try new initiatives such as sensory stories. One example of this is the flood in Noah's Ark. Pupils acted out building the ark and were sprayed with water as they tried to load toy animals onto it. Pupils have a remarkable recall of Bible stories. Their engagement in lessons and knowledge about a range of religions is exceptional. Furthermore, pupils relish the creativity in lessons such as hot-seating and drama. Also, a variety of visitors share how their religion shapes their lives. Due to these enriching experiences, pupils are well prepared for life in a diverse and evolving world.

Information

Address	Isabelle Spencer Way, Witney OX29 7DL		
Date	3 February 2026	URN	148570
Type of school	Academy	No. of pupils	160
Diocese	Oxford		
MAT	River Learning Trust		
MAT CEO	Paul James		
Headteacher	Claire Doland		
Chair of Governors	Heledd Walker		
Inspector	Carol Dougill		