

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

### Woolhampton Church of England Primary School

#### Vision

‘And I tell you, you are Peter, and on this rock I will build my church.’ Matthew 16.18

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

#### Strengths

- The Christian vision is very well embedded in policy development and the daily practices at Woolhampton Primary. At a time of change, staff and parents recognise leaders’ commitment to maintaining stability and link that with the biblical image of the rock.
- A strong connection with the neighbouring parish church supports collective worship and broader opportunities for spiritual flourishing. This partnership extends to the local community, offering a spiritual focus for families.
- School leaders ensure that pupils in this village school encounter positive images of diversity and success. Pupils who have significant special educational needs and/or disabilities (SEND) are included, and their gifts and successes are celebrated.
- The vision is lived out through a strong sense of community, in which people support each other well. Relationships are harmonious and pupils are friendly.

#### Development Points

- School leaders have not ensured that the provision, profile, and priority of religious education (RE) result in an effective curriculum. Therefore, they must improve its quality by offering sufficient opportunity for pupils to learn at depth about religions other than Christianity. This is to extend pupils’ knowledge and understanding of world religions and worldviews.
- School leaders have not ensured that the quality of RE teaching is good, and that pupils make at least expected progress. Therefore, they need to ensure that there is sufficient focus on pupils’ retention and recall of prior learning. They should extend the level of challenge, so that pupils deepen their knowledge of world religions and worldviews over time.



## Inspection Findings

Woolhampton's Christian vision and its four 'ROCK values' underpin its daily life. These Christian values of respect, optimism (hope), compassion and koinonia (community) are referred to readily by pupils. The involvement of governors, staff and pupils in developing the vision ensures that it is well understood. Leaders are welcoming and committed to working as a community to achieve success. As a result, pupils are cared for and thrive in their spiritual, social, and personal development. Governors know their school well. They are highly involved and monitor aspects of its work, for example collective worship. However, their understanding of Woolhampton's effectiveness as a Church school is largely through familiarity rather than systematic evaluation. Leaders' lack of evaluation of the RE curriculum and the quality of RE teaching, inhibits pupils' learning and progress.

Leaders create a curriculum that supports pupils' personal, moral and social growth. The 'forest school' is highly valued as an opportunity for pupils to develop practical skills, resilience and teamwork through problem solving. Driven by the Christian vision, the curriculum enhances pupils' understanding of diversity within society. They experience positive representation of diverse role models in their study of famous scientists and historical figures. Investment in a wide range of literature further strengthens pupils' appreciation of diverse lives. Younger pupils embrace learning about pollution and the environment in their geography lessons. This emphasis on caring for God's creation includes reviewing the school grounds and a litter survey. By planning the best position for litter bins, pupils consider their personal, social impact alongside gaining subject knowledge. This focus on the environment and sustainability extends further through a project with the nearby Atomic Weapons Establishment. Considering energy and water saving, pupils designed an environmentally friendly house and present their findings to experts. As a result, pupils' social, moral and personal development is nurtured alongside their learning.

A strong partnership with the neighbouring parish church nourishes spiritual fulfilment. This connection with St Peter's Church forms a consistent reference point to the school's Christian vision. Collective worship brings the school community together daily into a calm and spiritual place. Its inclusive style invites pupils and staff of different faiths or none to join in, if they wish. While the school takes advantage of a published collective worship programme, it lacks a Christian focus at times. Leaders strengthen its biblical basis by drawing on Church of England resources, such as 'Follow the Star' during Advent. This fortifies pupils' spiritual flourishing. Pupils visibly enjoy class-based worship and participate well, exchanging their personal ideas and reflections. They may extend this privately through interactive reflection spaces in classrooms. Pupils enjoy reciting the school prayer, which reinforces 'rock values' from memory, including actions. They also speak enthusiastically about their whole school assemblies and services, indicating that they value the variety of worship offered. The vicar leads worship weekly, helping pupils explore scripture. Pupils and their parents value the spiritual character of special, seasonal services, held in church and led by pupils. These foster pupils' and adults' spiritual growth alongside reinforcing understanding of the traditions of the Anglican calendar.

Guided by the vision, leaders are welcoming and are committed to valuing each person as a child of God. This small school with mixed age classes, forms a strong, caring and supportive community. New staff are welcomed and feel encouraged to settle in. Pupils with complex needs are treated with dignity and are supported well in class and through individual teaching. Staff work hard to teach pupils to recognise their emotions and regulate their responses. Pupils use specialist resources to indicate their mood and feelings, and let their teachers know if they need help. They are encouraged to understand the impact of their behaviour and so manage their relationships better. Leaders are successful in identifying quickly that pupils may have SEND or specific mental health needs. The



expansion of tailored support for such pupils enables them to make progress in their learning and social development. A specific programme to teach pupils about social diversity and respecting difference has a positive impact. Pupils talk confidently about fairness and understand the importance of treating other people well.

The Christian vision of welcoming all and valuing diversity encourages pupils to consider issues of justice and responsibility. Pupils gain experience through roles such as worship leaders. A leadership programme provides opportunity for Year 6 pupils to design and run activities for younger pupils. This spurs some to offer additional activities later in the school year. Leaders promote opportunities for pupils to participate in major national annual fundraisers, also in charitable events within their community. Older pupils sing annually at a party for senior citizens locally, for example. After helping at a charity coffee morning, some Year 6 pupils took the initiative organising their events independently. A group organised a book sale for an animal charity. Another wrote to parents, seeking support for fundraising for Ukraine. Others organised an appeal for people affected by earthquakes. Pupils and their families participate in an annual community clear up, volunteering with painting and cutting hedges. While the majority of initiatives are charitable fundraisers led by adults, there is keen interest among pupils to develop their role.

The provision, profile, and priority of RE does not reflect its place as expected on the curriculum of a Church school. Leaders have not secured sufficient adaptation of the curriculum to provide appropriately for the mixed age classes at Woolhampton. The programme is designed for pupils to be taught in single year groups, and does not match teaching arrangements well. Consequently, the curriculum is not sequenced accurately to build pupils' knowledge systematically over time. Pupils lack opportunity to learn at depth about world religions other than Christianity. The study of non-religious worldviews is limited to Year 6. The ineffectiveness of curriculum planning restricts pupils' opportunity to gain comprehensive and accurate knowledge. The recently appointed subject leader has a strong understanding of the need to improve the curriculum and work is underway. She offers positive support to other teachers.

The quality of RE teaching is inconsistent, so restricts pupils' progress over time. This is because leaders have not ensured that there is sufficient focus on pupils' retention and recall of prior learning. Older pupils have a reasonably competent understanding of and knowledge about Christianity. Younger pupils do not, however. Pupils' grasp of the core knowledge about a range of world religions is limited and confused. While they are confident talking about current work, they have poor recollection of learning from topics studied in previous years. Pupils in mixed age classes largely undertake the same tasks, and work in their books is undemanding. The level of challenge is low, restricting pupils' opportunity to deepen their knowledge over time. The subject leader's introduction of a new approach to assessment is at an early stage.

## Information

Address	Woolhampton Hill, Upper Woolhampton, Reading, RG7 5TB		
Date	4 December 2024	URN	110025
Type of school	Primary VA	No. of pupils	99
Diocese/District	Oxford		
Headteacher (Interim)	Jackie Livermore		
Headteacher (Designate)	Rebecca Cox		
Chair of Governors	Nikki Jordan		
Inspector	Rachel A Jones		