

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Martin's East Woodhay Church of England VA Primary School	
Address	East End, Newbury, RG20 0AF
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make God's world a better place.
Key findings
<ul style="list-style-type: none"> • Leaders effectively promote the inclusive and distinctive Christian vision so that it can drive everything that happens in the school. They monitor and evaluate the impact of the vision, although a lack of governor involvement lessens its influence on Church school development. • Every pupil is known and cared for within this inclusive Church school. Parents say that they choose the school as they know that their children will be nurtured, and their needs met. Staff and parents are valued and supported. • Driven by the vision's intention to make God's world a better place, pupils engage in social actions within their local community. Prayer opportunities extend to the exploration of world issues, further enhancing their global awareness. • Collective worship has a high priority. Pupils and staff value the opportunity to think beyond themselves. Pupils readily share their thoughts in prayer spaces across the school. A special outside prayer space enables them to sit quietly, reflect and compose prayers. However, the use of this space has yet to be fully realised. • Religious education (RE) is well-planned with a rich and engaging curriculum. Pupils enthusiastically share their views on Christianity and other world religions. Subject leadership has made a positive difference, although a lack of deeper subject knowledge, holds back further developments on the present solid foundations.
Areas for development
<ul style="list-style-type: none"> • Ensure that leaders and governors are together fully involved in the monitoring and evaluation of the school's Christian vision. This is so that Christian distinctiveness is further deepened and sustained. • Continue to develop the role and competences of the subject leadership of RE, so that current good practice continues to be embedded and the subject can further improve. • Consider and enhance the use of the outdoor prayer space so that it can have a more profound impact on pupils' spiritual growth and flourishing.



Inspection findings

Leaders work hard to promote the school's inclusive and distinctive Christian vision. Agreed, following a consultation with parents, staff, governors and pupils, it effectively drives everything that happens in the school. Leaders explain, with justification, how the vision is deeply rooted in the Christian narrative and inspired by the life of Jesus. A 'child friendly' version is used by pupils, and this helps them to understand the meaning for themselves. They relate with conviction, how they 'feel happy and safe, become lifelong learners and want to make God's world a better place'. Leaders are active in monitoring and evaluating the impact of the vision. However, this is not currently undertaken with the involvement of the school's governors. This lessens the effectiveness of the evaluations and therefore the overall development of this Church school.

In this inclusive school, every pupil is known and cared for as a unique child of God. Parents choose to become part of this school community because they know that their children will be nurtured, and their needs met. Staff and parents feel equally valued and supported. A strong and effective partnership has been established with the diocese. This has enabled the school to carefully consider, and further develop, its Christian distinctiveness and RE. In turn, leaders have begun to actively share what they have learnt with other Church schools. The school has formed a mutually beneficial partnership with the local community. People in the locality speak enthusiastically about the positive impact of the school on the whole community. Pupils have been involved in activities such as collecting items for recycling and supporting the local foodbank. Leaders attribute these social actions to their vision for 'making God's world a better place'.

Driven by the Christian vision, leaders and staff have made wise decisions about the planned curriculum and extra-curricular provision. Pupils become immersed in a diverse range of learning activities that develop their knowledge and skills. A wide choice of clubs helps them in encouraging their self-belief and developing as lifelong learners. Staff have established a shared understanding of spirituality to ensure an awareness of its significance to everyone in the school. Pupils are helped to reflect upon themselves, others, the world and beyond, as a means of deepening their spirituality. An outdoor prayer space enables them to sit quietly, reflect and compose prayers. However, the use of this space has yet to be fully realised.

The vision's requirement to 'make God's world a better place', encourages the understanding that everyone belongs to the global society. Pupils rightly speak about how their links and fundraising for a Ugandan school help to broaden their global understanding. Working together with the community and collecting items for a foodbank, have become a routine part of school life. Pupils themselves, take the initiative in these joint projects. The school's agreed values are important to pupils in their learning and life. Of creativity, one said that 'we're all different, if you were the same as everyone else it would be very boring'. Everyone appreciates the importance of good mental health for themselves and others. They particularly enjoy, and benefit from, the special activities that are provided on designated mental health days.

Treating everyone with dignity and respect is a priority. Pupils explain that differences are to be valued and the opinions of others welcomed. This means that everyone feels accepted for who they are, and regardless of their background. When disagreements occur, pupils are able to resolve any issues themselves. Their values of respect and friendship are key to enabling this to happen. They are eager to make a difference and keen to speak about things in the world which should be challenged.

Collective worship is valued by adults and pupils. It is well-planned and pupils are fully



involved in its evaluation. This results in innovative practices, such as all pupils moving into mixed-aged small groups to discuss particular issues during worship. The act of worship, on the day of the inspection, explored issues of unfairness and justice through a global lens. Hence, forming an expression of the school's Christian vision. However, while this generated some worthwhile reflection, it proved difficult for many of the younger pupils to access and understand. Leaders are reflective and ensure that the impact of worship is evaluated. Local clergy support the school well, both in leading worship, including a termly Eucharist, and serving on the governing body. They encourage and sustain the long-established link with the school and parish in Uganda. Pupils are keen to share their individual thoughts and different forms of prayers are recorded in shared special books. There are distinctive places around the school that encourage personal prayer and reflection. This results in an enabling culture where pupils are able to express themselves freely and openly talk about their feelings. These opportunities extend to the exploration of world issues, further enhancing their global awareness.

Pupils enjoy RE. The curriculum is well-planned, with many creative learning opportunities. Pupils speak confidently about their knowledge and understanding of Christianity and other world religions, including Judaism and Hinduism. They appreciate being able to express their opinions on a range of religious issues. Understanding what other people believe is important to them. One pupil stated 'I believe in Christianity now but I may change my mind in the future'. Pupils appreciate having that freedom and being able to discuss what they are thinking about their beliefs. Subject leadership in RE has made a positive and impactful difference. Currently however, a lack of deeper subject knowledge and new developments in RE, is holding up further sustainable progress.

Inspired by the Christian vision, leaders ensure that pupils come first in this caring and inclusive school. Adults feel strongly nurtured and supported. Leaders are relentless in seeking to do everything possible, providing the best opportunities, with consequent flourishing for everyone.

	The effectiveness of RE is		Good	
	Through a thoughtfully planned curriculum, RE is well-taught. Pupils therefore gain a good understanding of Christianity and a range of world religions. They make good progress overall, including those who are disadvantaged.			
Information				
School	St Martin's East Woodhay Church of England VA Primary School	Inspection date	15 May 2023	
URN	116356	VC/VA/Academy	Voluntary aided	
Diocese/District	Portsmouth; Winchester	Pupils on roll	120	
Headteacher	Katy Bartlett			
Chair of Governors	Linda Chorley			
Inspector	Marion Standing	No.	971	