

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wheatley Church of England Primary School	
Address	Littleworth Road, Wheatley, OX33 1NN
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
<p>Our vision is to be an inclusive school at the heart of our community where everyone can thrive, growing into their best self, inspired to make a difference.</p> <p>"I have come that they may have life and have it to the full." John 10:10</p>
Key findings
<ul style="list-style-type: none"> • Leaders have established and promoted a clear and inclusive Christian vision which is known and understood by pupils and staff. The actions of leaders are motivated by a deep desire to see the vision become reality for all. • Wheatley is a school at the heart of the community. Intergenerational activities have established deep and meaningful relationships. These support the flourishing of children and adults both in the school and across the village. • The religious education (RE) curriculum is well-balanced. Pupils learn to appreciate and respect the diversity of worldviews and religions. Opportunities to engage with a broad range of places of worship and people who follow faiths other than Christianity are limited. • Collective worship is at the centre of the life of the school and valued by those of all faiths and none. It is enriched by strong partnerships with the local church. As a result, it positively influences the lives of both pupils and staff. Occasions for pupils to lead worship are limited. • Pupils are inspired to be curious about the world because of the rich and varied curriculum and extra-curricular activities. Opportunities to reflect on these spiritually in classrooms is less embedded.
Areas for development
<ul style="list-style-type: none"> • Further develop meaningful engagement with followers of a broad range of worldviews and faiths. This is to enhance pupils' knowledge and understanding of their impact on society and culture. • Promote further involvement of pupils so that it enables them to engage more fully in the planning and leading of worship. • Enhance opportunities for pupils to consider more of the big questions of life. This is to extend their engagement in meaningful moments for spiritual reflection within classrooms.



Inspection findings

Leaders have established a clear vision that members of the school community know and understand. The vision is rooted in the words of Jesus 'I have come that they may have life and have it to the full'. These words resonate throughout all aspects of the life of the school. The innovative THRIVE acrostic links the values of the school and the key aspects of the vision in a memorable way. Pupils and adults know that to thrive is to grow in their learning and socially and emotionally. As a result, this is what they try hard to do.

Governors understand their roles clearly. Through their regular visits and discussions with pupils they check that the vision is having impact in the life of the school. They have developed helpful recording techniques for these activities. This means that information is used by the whole governing body as they make decisions. The local governing board are supported well in their role by the executive leaders and trustees of the Oxford Diocesan Schools Trust (ODST). An annual 'strategy day' allows leaders and governors to reflect on the impact of the vision and therefore plan for the next steps. As a result of this regular review process, the vision remains fresh and relevant to the community and underpins all decisions.

Leaders and teachers work with their ODST partners to evaluate and redevelop the school curriculum. This means that it is now broad and balanced and allows all pupils to thrive academically. Pupils ask interesting questions, and right from the start of Nursery, show a curiosity about the world. The creative and engaging reflection area in reception is used by many pupils and staff. However, there are limited opportunities for pupils to reflect spiritually on their learning in classrooms.

Leaders make sure that there are lots of opportunities for all pupils to engage in extra-curricular activities. These help to nurture their gifts and talents. Intergenerational learning is key to this. The gardening club enables children in the early years to explore horticulture with volunteers. This has led to inclusion in the 'sunflower' trail in the village. The 'full circle' lunchtime club encourages children to play and learn with older members of the wider community. As a result of these innovations, pupils grow in confidence and positivity.

Adults and pupils delight in working together to create an inclusive community that is welcoming to all. Pupils arriving from conflict zones around the world, or simply moving from a nearby village, are cherished by 'buddies'. This means that they are quickly involved in the life of the school. Throughout the COVID pandemic, pupils and staff received birthday cards from the school. This meant that some of the bonds of school life were maintained which continues to enrich relationships throughout the school community. At times of transition those pupils who find change most challenging are provided with bespoke support that helps them to grow. Leaders have built strong links with the wider community for example through the 'Advent Trail' with carol singing during December.


Pupils and adults start to 'grow into their best self' at Wheatley because they are fully known. Each day, every child is greeted by name, by their teacher. This simple, but profound, action helps strong and appropriate relationships to flourish. Pupils are trained to recognise their emotions and therefore can start to self-regulate from a young age. They try hard to live up to the high expectations of the whole community. When things go wrong, they know that forgiveness and reconciliation will be vital to 'getting it right' and moving on. Leaders, at every level, prioritise good mental health for all. Staff benefit from 'wellbeing partners' who are available to them for 1:1 conversations when things get tough.

Collective worship is valued by pupils and staff. They rightly identify that invitational times to reflect on the world, and the teaching of the Christian faith are crucial. Partnerships with the local church are strong and mutually beneficial. Leaders ensure that collective worship takes

place every day as it is 'the centre of our school'. Silence is at the heart of the school prayer. This time of shared quiet is managed beautifully so that pupils and adults have the space to really think and pause. Year 6 pupils enjoy leading worship for younger pupils in class worship. Pupils in other years have been inspired by them and are now keen to take on this challenge for themselves. Collective worship is carefully planned across the week, term, and year. It is structured to pose big questions about life and the world. Those of all faiths, and none, are inspired to take action in the school and community. This is most notable in the focus on the environment and the growing links with 'Sustainable Wheatley'.

RE is carefully planned and sequenced. Teachers make sure that they organise learning so that it is interesting and memorable. The RE leader is well-supported by training from the Diocese of Oxford and the RE networks of the ODS. This enhances the professional development, and knowledge, of those who teach and lead RE. The curriculum enables pupils to develop knowledge of a range of faiths and worldviews. RE lessons are safe spaces in which pupils talk about their own opinions and listen carefully to those of others. As one pupil accurately said 'we get to see how different people see the world in different ways. Not everybody is going to have the same opinion as you'. The commitment to all enjoying success in RE, led leaders to move away from pupils always writing their responses. The ideas and thinking are captured in a range of ways so that thought and opinions are at the heart of the learning. Pupils enjoy meaningful moments to engage with Christian places of worship and people of faith. However, there are limited opportunities to do this for other beliefs and views that are studied. This means the learning is less rich in these areas.

Pupils and adults thrive at Wheatley Church of England Primary. This is because it is a community crafted to ensure that all 'may have life and have it to the full'.

	The effectiveness of RE is		Good
	<p>Pupils flourish in RE because right from the start of Reception, it makes them think, and think hard. As one pupil accurately noted 'you can't just say the right answer because there isn't one, you have to actually explain why you think that'. Teachers check what all pupils, including those who have SEND, know and remember. They use this information to plan and reshape their future lessons. Progress through the rich curriculum, notably for those who are more vulnerable, is good. Work in the large floor books and on displays confirms that pupils flourish in RE.</p>		
Information			
School	Wheatley Church of England Primary School	Inspection date	13 July 2023
URN	140344	VC/VA/Academy	Academy
Diocese/District	Oxford	Pupils on roll	293
MAT/Federation	Oxford Diocesan Schools Trust		
Headteacher	Gillian Standing		
Chair of Trust Board	Kathy Winrow		
Inspector	Elizabeth Jeanes	No.	981