

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wootton St Peter's 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 New Revised Standard Version)

The global community faces many challenges that our children will have to overcome. The world is God’s great creation and it is our responsibility to contribute to leaving the world a better place than we found it.

At Wootton St Peter’s we empower the children in our care with the skills and attributes they need to flourish in the world and face the challenges they are confronted with.

Wootton St Peter’s 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

- The Christian vision underpins the work of the school informing its strategic direction. This shapes a culture where pupils and adults are known, valued and empowered to flourish.
- Pupils and adults enjoy and benefit from joyful collective worship. As a result, they participate eagerly in discussion, stillness and prayer.
- Positive relationships result in leaders and staff knowing pupils and other adults well. This creates a nurturing environment where people care deeply for one another, interact respectfully and show kindness.
- Pupils know what justice is. They understand how they can promote fairness, equality and respect for others in their school, community and wider society.

Development Points assessment spirituality justice

- Develop a shared understanding of spirituality and plan for spiritual development within the curriculum. This is to enhance pupils’ spiritual flourishing.
- Enhance the religious education (RE) curriculum by strengthening the way it is sequenced. This is to enable pupils to gain a deeper understanding of a range of faiths and worldviews.



Inspection Findings

Vision and Leadership

The Christian vision focuses on the success and flourishing of pupils and adults. This shapes the behaviours that empower the school community to live out the vision. Leaders have high aspirations for staff and pupils seeking opportunities to develop their skills and attributes, enabling them to flourish. The vision has a marked impact on aspects of school life, informing decision making, actions and an understanding of individual needs. Consequently, adults carefully plan strategies to remove barriers to learning that pupils may face. Acknowledging that they are a small school has driven leaders to be actively outward looking. Supported by valuable partnerships with the church, local schools and the diocese, leaders have set high aspirations for staff and pupils. This has helped sustain staff development and secured wider opportunities for pupils. In this way their skills and attributes flourish. Leaders, including governors, know the school well through rigorous monitoring, regular visits and listening to the views of pupils carefully. As a result, senior leaders exhibit expertise in establishing a culture that grows the skills and talents of pupils and adults successfully.

Vision and Curriculum

The school's curriculum is shaped by the Christian vision. For example, in learning about the world of tomorrow, pupils identify ways to act responsibly in respect of the environment. They learn about the human impact on animal habitats and how to care for God's creation. Leaders and staff ensure that their high ambition for pupils' learning is woven carefully into the curriculum. This means that pupils develop secure knowledge, understanding and skills that prepare them well for future learning. A commitment to ensuring that pupils achieve well is seen through the different ways pupils write. This is exemplified in opportunities for some pupils to use digital technology to record their work. Learning is effectively enriched by a range of visits, for example to museums and places of interest that include a wildlife park. These enable pupils to build on their current knowledge and question and seek answers about the world. Leaders ensure equity of opportunity for pupils, including those who have special educational needs and/or disabilities (SEND), and those deemed vulnerable. However, opportunities for enhancing spiritual development and a shared understanding of spirituality are not fully embedded within the curriculum. As a result, pupils' understanding of spirituality is limited.

Worship and Spirituality

Daily collective worship is valued by adults and pupils who appreciate it as an opportunity to come together. It is well supported by clergy and representatives from the church. This assists individuals to consider their part in making the school and world a 'better place than we found it.' Worship is planned effectively to ensure it is thought-provoking, inclusive and invitational. For example, pupils think deeply about what to be grateful for, using the fingers on their hand to represent people. Individuals are invited to engage and respond during worship and do so enthusiastically. This enables pupils and adults to join in and reflect upon profound questions, such as how beliefs shape the way people live. The school community's experience of praise and prayer is enriched through a positive partnership with St Peter's church. For example, pupils, staff and parents have time to worship at the church, including for Christian festivals. This develops their understanding of Christianity and Anglican traditions.

Vision and School Culture

The Christian vision creates an environment of inclusion with high expectations for how the school community treat one another. The school is firmly grounded in love, with individuals being well known and much respected. Staff act as positive role models to pupils who in turn show kindness to



others. Pupils welcome those new to the school, showing a maturity in understanding the potential emotions and challenges of making new friends. There is a culture of care embedded within the school. This is demonstrated by leaders, who make positive relationships with the school community a high priority. There are clear systems in place to support emotional wellbeing. For example, leaders seize numerous opportunities to check on staff wellbeing enabling them to feel valued. At the same time adults regularly monitor pupil wellbeing ensuring that they feel nurtured and secure in their environment. Staff act swiftly and sensitively to support pupils if they need help or are upset. Reflection on these times is used carefully to target future support.

Vision, Justice and Responsibility

The vision inspires pupils to act justly. Pupils, from the Early Years onwards, are enabled to seek and accept responsibility. Pupils support and lead on a range of work to support the smooth running of the school. For example, some organise the school's digital resources. Leaders strongly encourage and are successful in ensuring pupils consider their responsibility towards others. This creates a kind and supportive school environment. Pupils recognise the impact of their own and others' actions to live out the Christian vision. Through stories, practical activities and discussion, pupils explore ethical issues. As a result, they show clear commitment and understanding to taking positive action within the school. This includes acting as peer mediators who help to resolve any disagreements at playtime. Older pupils take pride in supporting younger peers, embodying love through their practical care for one another. For example, pupils in Key Stage 2 look after younger pupils as they walk to the church. Pupils take part in a range of charitable activities, such as working with the church to support the local food bank. These activities inspire pupils to maintain their purposeful action into the community. Their collective generosity reflects the Christian vision. Consequently, pupils develop an understanding that even small acts of kindness can make a significant difference.

Religious Education

RE has a high priority in the school. Leaders have ensured that the curriculum is challenging, helping pupils to understand core concepts from a range of world religions, including Christianity. The displays also demonstrate a good balance of Christianity and other world faiths. Leadership of the subject ensures that teaching and learning are monitored and evaluated closely. This provides clear insights into pupils' understanding, enabling teachers to refine future lessons to better meet their learning needs. The professional development of staff in RE deepens their subject knowledge and strengthens their understanding of teaching strategies. However, the school has not fully developed a clear enough sequence to learning in this subject.

The teaching of RE supports pupils in developing their knowledge and understanding of faiths and worldviews. This is because assessment of pupils' understanding of what has been taught is used well. The focus on key questions creates important spaces for dialogue and challenge to pupils' thinking and understanding. Teachers use resources that closely match and support pupils to explore the aims of lessons. For example, materials, used with Year 5 and 6 pupils, clearly illustrate the reason for the reading of Jonah and the whale on Yom Kippur. Pupils with SEND are fully involved through thoughtful adaptations. This includes opportunities for discussion and debate. As a result, the vision of equipping pupils with the skills and attributes they need to flourish is lived out in practice through RE.

Information

Address	Wootton Village, Boars Hill, Oxfordshire OX1 5HP		
Date	18 September 2026	URN	123223
Type of school	Voluntary aided	No. of pupils	77
Diocese	Oxford		
Headteacher	Charles Pitt		
Chair of Governors	Michael Varnom		
Inspector	Richard Blackmore		