Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holyport Church of England Primary School

Vision

Our vision is 'Love Learning, Love Life in all its fullness' founded from John 10:10, 'I have come that they may have life, and have it to the full'.
Rooted in our Christian Foundation everyone feels valued, respected and knows their contribution will be recognised. Through our broad and memorable education experiences, all pupils achieve their full potential and become enthusiastic learners for life. Our pupils are active, healthy, responsible citizens of the future, who are growing in the 'good soil' of Holyport.

Holyport 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 vision is central to the work of the school, driving the actions of leaders, including governors. In this environment adults and pupils thrive because leaders are committed to supporting their wellbeing.
- The curriculum reflects the vision's emphasis on promoting a love of learning and abundant opportunities. As a result, pupils flourish holistically during their time at Holyport.
- Adults know and make time for pupils and their families. Consequently, pupils, particularly those who are identified as vulnerable in any way, are respected and valued.
- Religious education (RE) is treated as a subject of profound importance. This means that pupils enjoy their learning and achieve highly.
- The school has formed a variety of strong and mutually beneficial partnerships. Partners include local churches, the parents' association, the Oxford Diocesan Schools Trust (ODST) and the diocese. These collaborations result in a wealth of opportunities that promote the flourishing of pupils and adults.

Development Points

- Consistently provide rich opportunities for reflection in collective worship. This is to support pupils and adults' spiritual development.
- Enhance pupils' understanding of justice. This is to enable them to recognise how their actions might make a positive difference in the world beyond school.

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Inspection Findings

Vision and Leadership

Holyport's vision has a profound impact on the life of the school community. Leaders, including governors, measure their strategic plans by the contribution they make to pupils' fullness of life. They ensure that resources are used to enrich learning by offering memorable experiences that support the curriculum. These increase pupils' engagement. They include educational visits and a wide variety of well-attended lunchtime and after school clubs. Displayed prominently around the school, the vision is reinforced frequently by adults. Therefore, pupils of all ages understand the vision and are grateful to be growing in the 'good soil' of Holyport. The vision is supported by six Christian values, including friendship, responsibility and creativity. These are also deeply ingrained in the school's life and pupils are rewarded for demonstrating them. The values inspire members of the school to promote fullness of life and rich learning for themselves and others. Pupils flourish because of the deep sense of belonging and the wealth of educational opportunities that they benefit from. Holyport is a member of the ODST. The trust's vision-based commitment to promoting abundant living and inclusivity resonates well with that of the school. The ODST provides valuable advice and pastoral support which enhance the work of the school.

Vision and Curriculum

Leaders' commitment to the vision is expressed in their resolve to offer a curriculum that is rich in opportunities. A wealth of subject-based visits contributes to this. For example, a recent trip to a mosque brought learning in RE to life, fuelling an animated, insightful classroom discussion. Education is further enriched by clubs and societies such as dance, fencing, cooking, music and various sports. Appropriate tailored support ensures that those regarded as vulnerable or disadvantaged are included in enrichment activities. This enables them to flourish by being integrated in the life of the school. Leaders' decision to create bespoke play areas is inspired by the vision. It enables those who find unstructured time challenging, to thrive. The curriculum reflects Holyport's vision. It enables pupils to flourish holistically, supporting them to develop their skills and talents, opening them to new ideas and experiences. The opportunity to pause and reflect is offered throughout the school day. However, planned opportunities for reflection are not embedded in all subjects.

Religious Education

Leaders value RE as a subject of profound importance. The curriculum is well resourced and well planned. Effective use of diocesan support ensures the content is well sequenced and covers a breadth of religions and non-religious worldviews. As a result, pupils develop a high degree of understanding of the importance of people's worldviews in their lives. Teachers are supported with regular professional development to ensure that their understanding of the subject is strong. Classroom work is supplemented by a variety of visits to places of worship. These are used carefully to enhance pupils' understanding of a range of world faiths. The focus on the experience of believers across different faith traditions is a strength. It ensures that pupils develop a deep understanding of the impact of belief on the way people live. This prepares them well for life in contemporary society. Christianity is given appropriate priority. The recently introduced 'theology week' gives the whole school a focus on RE. This confirms its centrality and establishes valuable links with other subjects.

Lessons are engaging and fast paced with varied activities. Topics are discussed animatedly, with respect shown for other people's views. Careful planning by teachers accommodates learners of different abilities with appropriate extension tasks and support. This enables them to make good progress whatever their starting point. Pupils of all abilities work with commitment because they enjoy their learning, particularly the emphasis on 'big questions'. Accurate assessment in class readily identifies misunderstandings. This, together with careful tracking over time, supports pupils to achieve highly.

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Worship and Spirituality

Collective worship promotes the spiritual flourishing of pupils and adults by systematically reinforcing the school's vision and values through Bible stories. It serves as a way of shaping school life by establishing the vision at its heart. Acts of worship are varied, lively and engaging, including singing and the celebration of achievements in relation to the vision. Leaders uniformly invite people to reflect on what they have heard and seen, enriching the act of worship. Holyport has a well-understood language for spirituality. This strongly supports pupils and adults' spiritual development. However, moments for reflection during times of worship lack consistency, limiting their impact. Visits to the parish church for major Christian festivals enhance worship. They give pupils, parents and staff a broader appreciation of Christian worship and strengthen the link between the parish and the school.

Vision and School Culture

Relationships at Holyport are characterised by mutual respect and care. Consequently, people are known and valued, enriching their school experience. Inspired by the vision, adults ensure they get to know pupils and their families. Parents, particularly those whose children find learning challenging, express their gratitude for the consistent, committed support they receive. This culture of care exists throughout the school. Adults benefit from the support the trust offers them in difficult times and the unerring kindness and consideration of school leaders. People treat each other well and strive to live out the values of friendship and respect. Older pupils are given the opportunity to act as friendship ambassadors, helping others as they have been helped. This commitment to the flourishing of others is a common thread at Holyport. It includes a firm undertaking, backed by the trust, to support people's mental health by making appropriate specialist provision available. The behaviour code is simple, understood and respected by pupils. On the rare occasions when they struggle to regulate their behaviour, adults intervene skilfully. This promotes reconciliation and preserves the dignity of those involved.

Vision, Justice and Responsibility

There is a strong culture of justice at Holyport, rooted in the school values of respect and responsibility. Each class has an agreed charter, outlining how they should work together. Pupils take this code of conduct seriously, understanding its importance. As they grow through the school, they thrive by taking responsibility for their peers, younger pupils and the school environment. Many opportunities are offered to take active leadership roles. Pupil leaders are committed to living out the vision and making Holyport a better place. The school council was instrumental in deciding how the outdoor play area should be arranged to have the greatest impact on wellbeing. The vision creates caring and compassionate attitudes among pupils. Consequently, they are keen to support charities that alleviate suffering. However, they have no clear understanding of why and how they might make a positive difference in the world beyond school. Valuable links with the parish and other churches support pupils to thrive. In particular, the parents' association commits to supporting enriching educational activities for every year group. These have a significant impact on pupils' flourishing.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Stroud Farm Road, Holyport, Maidenhead, Berkshire SL6 2LP		
Date	21 October 2026	URN	142846
Type of school	Academy	No. of pupils	213
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
MAT Chair	Kathy Winrow		
Headteacher	Amanda Featherstone		
Chair of Governors	Paul Mew		
Inspector	Andrew Wilcock		

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