

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wharton CofE Primary School	
Address	Greville Drive, Wharton, CW7 3EP
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

School's vision
<p>Our school is an inclusive Christian community, committed to building futures for all children. A safe environment where everyone is valued, we nurture strong relationships underpinned by our Christian values and we champion children to be the best that they can be, empowering all to aim high and achieve their potential.</p> <p>Train up a child in the way they should go and when they are old they will not depart from it. Proverbs 22:6</p> <p>Theology, Relationships, Attitudes and aspiration, Inspiration, Next Steps</p>
Key findings
<ul style="list-style-type: none"> • The deeply rooted Christian vision and values inspire a shared understanding of the school as a family. The vision is the driving force that enables pupils and adults to flourish in a supportive and loving school community. • Pupils are enthusiastic about the roles and responsibilities that they hold in school. They demonstrate how they are developing as agents for change in their local area. Plans to extend opportunities for courageous advocacy globally are not embedded. • Collective worship unites the school community and reinforces an understanding of the school's Christian values. Pupils lead worship effectively and opportunities for evaluation are developing. • A variety of activities in worship and the wider curriculum provide opportunities for spiritual exploration and reflection. However, a shared understanding of spiritual development is not established. • The teaching of religious education (RE) enables pupils to develop a good understanding of Christianity and other world views. Opportunities to explore Christianity as a global world faith are not embedded into the curriculum.
Areas for development
<ul style="list-style-type: none"> • Promote and embed a shared understanding of spirituality and develop an associated vocabulary. This is so pupils and adults can explain the impact it has on their lives. • Provide opportunities for pupils to deepen their understanding of courageous advocacy so that they can better understand and challenge social injustice globally. • Develop pupils' understanding of Christianity as a living and diverse faith, so that they can better understand and challenge social justice globally.



Inspection findings

The school's inclusive Christian vision, underpinned by a rich theological narrative, is at the heart of all aspects of school life. The vision is fully embedded within, and treasured by, the whole school community. As a result, pupils and adults are confident that everyone is valued, and pupils are championed to be the best that they can be. The vision and values are firmly rooted in the Bible and are passionately articulated by everyone. The acronym 'TRAIN' (Theology, Relationships, Attitudes and aspirations, Inspire and Next steps) is a vehicle by which the vision is communicated to members of the school community. Developed from Proverbs 22:6, this enables all to understand and remember the verse on which the vision is based. The school's values weave their way explicitly through all aspects of school life. Strong relationships fostered by the vision ensure that pupils flourish and have confidence in the adults who teach and care for them. The school's close partnership with the local church is beneficial and results in valuable practical support. Families welcome the opportunity to attend a toddler group at the church whilst older siblings are at school. This extends support for families beyond the school gate. Governors' robust self-evaluation ensures that school life is continually developing. Staff and governors attend relevant church school training with the Diocese of Chester. This further strengthens their understanding of an effective church school.

Pupils' understanding of courageous advocacy is developing through a joint venture with Coveris, a local recycling company. Together, they recycle soft plastic, developing housing materials and reducing waste. As a result, houses nearby are built with the new material created. Pupils are proud to contribute to house building through their efforts in recycling. Pupils are also passionate about volunteering to litter pick in order to improve their local environment. The school supports St. Luke's hospice in a practical way. This enables staff and children to remember a loved member of staff. They also understand that this allows the hospice to make a difference in the lives of others in the community. The pupil ethos group were instrumental in developing the 'Children's Charter' as part of a collaboration with the Winsford Education Partnership. This charter has been published and shared with other schools in the partnership. The charter allows pupils to know that the school is supporting them to achieve their best, in line with the school's vision. The pupil worship leaders actively promote the vision through collective worship. They regularly plan and lead worship with confidence. This allows pupils to develop their spirituality through writing and leading prayers. They are provided with opportunities to reflect upon their learning in worship each week.

The wellbeing of every member of the school community is a high priority. Leaders understand the challenges to mental health and the impact that this can have on pupil progress. The headteacher actively engages with the diocesan wellbeing group and ensures that staff expertise in this area is secure. As a result, pupils are able to express the importance of valuing themselves and others, thus enabling all to flourish. Parents find staff 'very approachable' and staff value being part of a supportive team. Pupils' awareness of diversity is enhanced through a variety of educational resources used in curriculum areas such as RE and literacy. This provides pupils with a clear understanding of the rich culture that exists beyond the school gates. Opportunities to study world faiths are planned for and an 'Interfaith Week' was highly effective in raising pupils' awareness and understanding. Christianity as a global world faith is not as clearly evidenced and is currently being developed.

Wharton CofE's values are very effective in raising awareness and importance of empathy and respect. The resulting positive ethos permeates the school through caring relationships and respectful attitudes. The school is recognised as an Attachment Friendly and Trauma

Sensitive School. Pupils appreciate the strategies that come from this partnership and how they are used to support them in school. The behaviour curriculum promotes a readiness to be resilient in all areas of school life and beyond. Consequently, pupils unfailingly behave calmly, courteously and with dignity. Where there are misunderstandings or occasional fallings out, pupils, with the support of the staff, can work problems out together. Relationships are therefore strong, and restorative conversations, forgiveness and understanding enable pupils to get along well. Hence, pupils and adults experience school as a place of calmness, security and happiness, increasing their resilience and self-confidence.

Pupils value worship in their school. It provides many opportunities for them to develop spiritually through listening to Bible stories, singing and reflection. Classroom prayer, reflection time and collective worship nurture pupils' understanding of the Christian faith. Older pupils enjoy participating in planning and leading worship. The evaluation of worship times is still developing. Attractive displays around the school deepen spirituality by prompting reflection. Leaders have developed a school reflection garden in which pupils may explore prayer and quiet contemplation during break times. Whilst there are various opportunities available for spiritual development, a clear understanding of spirituality for pupils and adults is not secure. They do not have a shared understanding of spirituality and cannot discuss this with confidence.

RE makes an important contribution to the Christian character of the school. The school's effective curriculum reflects the Church of England Statement of Entitlement and staff complement this scheme with 'Understanding Christianity' resources. This ensures that pupils gain fundamental knowledge. Staff receive training to secure a solid understanding of the curriculum. They use their skills and ideas to invite pupils to explore their own beliefs and consider 'what if?' questions. RE allows pupils to consider identity, diversity and difference, within a framework characterised by tolerance and mutual respect. A range of activities and open-ended questions provoke pupils to examine the importance of belief and faith for others and for themselves. As a result, pupils are able to demonstrate a deep respect for all faiths.

Wharton CofE successfully 'TRAIN' the school community to learn and grow in faith. The theological roots of the vision inspire pupils to live well together and achieve their potential. This enables them to transition to the next stage of their life with confidence.

Information			
School	Wharton CofE Primary School	Inspection date	12 June 2023
URN	135635	VC/VA/Academy	Voluntary controlled
Diocese/District	Chester	Pupils on roll	311
Headteacher	Natalie Tomlinson		
Chair of Governors	Susan Tomlinson		
Inspector	Anna Brooksbank	No.	974