

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wickham Church of England Primary School	
Address	Buddens Road, Wickham, Fareham, PO17 5HU
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
At Wickham, we are deeply committed to nurturing every person's sense of self-worth and unique character. Within our rich and memorable learning experiences we ignite curiosity and inspire courage to take risks. Through our shared sense of responsibility, we make a difference to our village community and God's world beyond.
Key findings
<ul style="list-style-type: none"> • The vision inspires the school to build strong relationships with its families creating an outstanding culture of inclusion. This makes a transformational difference for pupils and the community so they feel valued and flourish. • There is an influential emphasis upon meeting the needs of all pupils, drawing on best practices and individualised approaches. This is enhanced by a culture of high expectations which raises self-belief. The vast majority of pupils treat one another with a high degree of dignity and respect. • The vision drives leaders to make rapid progress as a Church school, so all recognise the difference the vision makes. Opportunities for pupils' spiritual flourishing are not clearly identified in planning. Nor can they express their thinking in this area in a variety of ways. • Collective worship has a significant role in deepening pupils' understanding of the vision and what it looks like. At present, their role in planning, leading and evaluating worship is not fully developed. • School leaders are ambitious and dedicated to their work, leading by example. However, plans for monitoring to review ongoing improvements are less well- developed.
Areas for development
<ul style="list-style-type: none"> • Extend pupils' involvement in planning, leading and evaluating collective worship so they develop greater ownership in this area and contribute to improvements. • Ensure opportunities for pupils' spiritual flourishing are identified in planning, enabling them to express their deepening ideas in a variety of ways. • Create a rigorous plan for monitoring the impact the Christian vision has on all aspects of being a Church school. Strengthen the way governors are involved in this so it enhances the effectiveness of their role in self-evaluation, impacting in improvement.

Inspection findings

Wickham's Christian vision inspires the school to make a difference for pupils and families. They reach out to build trusting relationships with all, finding ways to support so they can be involved in their child's flourishing. The vision extends pupils' understanding of the wider world and raises aspirations. Leaders articulate a growing understanding of the biblical principles underpinning the vision. They talk of everyone being special to God which ensures pupils have high quality opportunities to be the best they can be. Leaders draw on Jesus' example of how we can live well together. Pupils explain the vision in relation to their logo, that the river is like their journey of life. On the way there are challenging times when each can draw on Christian values to guide their actions. Leaders have brought substantial rapid improvement, ensuring the vision is central and RE and collective worship are influential. There is a relentless drive to identify the very best approaches, where leaders' enthusiasm is contagious, as they lead by example. This has led to areas of exemplary practice. These include the work on inclusion, meeting pupils' diverse needs and in enhancing behaviour and attitudes to learning. The vision shapes a cohesive staff team who perceive their role as living it out. This enables all to recognise the difference it makes. School leaders astutely identify priorities for development. Governors are enthusiastic, but a range of reasons has meant their role in monitoring is not fully developed. Consequently, the fullness of the way they evaluate this as a Church school is underdeveloped.

The school lives out its vision through its outstanding work of inclusion. It shows God's love through its nurture for families, so they feel valued. Staff consistently go above the community's expectations of providing individualised support, addressing a range of issues. These transform pupils' attitudes to learning and one another. The vision inspires staff to have compassion for all pupils. Parents speak warmly of the impressive way the school meets the needs of pupils. Approaches are frequently individualised. Pupils increasingly recognise their emotions and agree personal strategies which help them to be calm. All are immersed in a family where they feel loved. A culture of high expectations underpins these approaches. The theme of aspiration is woven throughout learning. Pupils explore those who overcome barriers to flourish and are inspired to follow their example. Adults from a range of careers widen pupils' horizons of what they could do in the future. Success in all areas is celebrated. Trusting relationships nurture all to aim high, enhancing self-belief.

Collective worship is a valued time in each day. It plays a major role in deepening pupils' understanding of the vision and what this looks like. Worship is inclusive, invitational and frequently inspirational. For instance, raising awareness of caring for God's world. Pupils readily articulate how it challenges their thinking. Very detailed planning includes a range of visual resources which engage them. This supports all staff to lead worship, nurtured by the expertise of the worship leader. A range of ideas are shared by newsletters, involving families in discussions. Thoughtful approaches to prayer, such as using coloured stones to represent ways to share their thoughts are appreciated. Pupils value these times of calm. Christian festivals are well understood. This was enhanced by the impressive dedication of the vicar. Opportunities for pupils to reflect on the significance of themes in reflection diaries enriches their importance. At present, pupils' roles in planning, leading and evaluating worship are not fully developed.

Leaders are enthused by the vision to create exciting learning experiences which raise pupils' curiosity and love of learning. There is a greater awareness of spirituality and how to deepen thinking. Pupils use an approach which helps them to organise their thinking. However, opportunities for spiritual flourishing are not identified in planning. Pupils are not able to express their ideas in a variety of ways. They develop an extensive appreciation of global



communities through planned experiences. A powerful example is a link with a tribe in the Brazilian rainforest with whom they share videos. This raises awareness of the exploitation of God's world. As a result, pupils gave wild flower seeds to the local community to grow sunflowers, seeking to expand the bee population. Links with a Ghanaian school enriches understanding of difference and culture. Families and pupils share the importance of beliefs and cultures growing respect for diversity. A wide range of literature texts raise questions about gender or stereotypes generating discussions. 'Young governors' and other pupils play a major role modelling how to be agents for change, notably in the bee project. This inspires individuals to become independent advocates for change. Exemplary pupil actions inspire the whole community. This includes one who passionately raises awareness of the needs of those with disabilities in accessing every day life. Another challenges local authorities to improve road crossing facilities. Both model the importance of making a difference for others, living out the school's vision.

RE enables new ideas for reflection enabling pupils to explore their own beliefs. The RE leader provides progressive planning, drawing effectively on diocesan guidance. This strengthens staff knowledge and skills which enrich pupils' curiosity. New introductory pages for each unit identify key religious vocabulary, extending pupils' understanding. They use this knowledge in responding to 'big questions' where they draw on biblical themes well. Discussions allow the sharing of ideas, so they learn from others and disagree thoughtfully. Pupils' understanding of core religious concepts and Christianity as a living faith is growing. They talk thoughtfully about worldviews, making insightful comparisons. Assessment strategies are secure, enabling pupils' progress to be reviewed and further support put in place.

Wickham lives out its Christian vision by serving its community with goodness, enabling families to flourish. The local church enhances the school's growth where the vicar's love has impacted on so many lives. There is support for worship and governance with the Open the Book team being enjoyed. Leaders contribute positively to diocesan work. They share their ideas on developing the vision enabling new headteachers to see how this leads to high quality practice. Effective partnerships, through a cluster of schools, enhances opportunities for collaboration and subject development.

The vision is embedded in the life of the school. Pupils of all views as well as beliefs articulate their understanding of Christian values and where they influence their lives. There is an overwhelming sense of being a family. Pupils show joy in celebrating others' successes. The vast majority of pupils treat one another with dignity and respect. They use restorative approaches, based on Jesus' teaching, to forgive and move on together when mistakes happen. The vision is evident in the way all grow together to be the best they can be.



Information			
School	Wickham Church of England Primary School	Inspection date	12 July 2023
URN	116325	VC/VA/Academy	Voluntary controlled
Diocese/District	Portsmouth; Winchester	Pupils on roll	252
Headteacher	Graham Cutter		
Chair of Governors	Sarah Merewood		
Inspector	David Hatrey	No.	844