



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wateringbury Church of England Primary School	
Address	147 Bow Road, Wateringbury, Maidstone, ME18 5EA
School vision	
<p>Guided by our Christian values and nurturing culture, we aspire to enable everyone to grow green leaves to meet the challenges of our ever-changing world and to send out our roots to the wider community.</p> <p>Every child is seen as a unique learner, loved by God and is equally valued and championed to grow and achieve their very best in all they do.</p>	
School strengths	
<ul style="list-style-type: none"> • Inspired by the Christian vision, leaders at all levels have and continue to make morally courageous decisions for the good of every child in the school. They are relentless in ensuring that the vision drives every decision and action. • The passionate staff team wholeheartedly serve and nurture every member of the school community. As a result, pupils thrive and grow, especially the most vulnerable. • Relationships with the local church are exceptional. This mutually beneficial partnership is valued by both the school and the church. In turn it contributes to the flourishing of the whole community. • Collective worship is a joyful occasion that binds the school community together. The carefully planned acts of worship ensure all feel welcome and included. There are increasingly rich opportunities for spiritual growth within worship and curriculum areas. • Religious education (RE) is well led. Pupils' have a good understanding of different religions and talk about their learning with growing confidence. Most pupils make good progress in RE. 	
Areas for development	
<ul style="list-style-type: none"> • Develop a consistent approach to planning in religious education (RE). This will ensure planned tasks develop specific RE skills and challenge pupils in an age-appropriate way. • Empower pupils to take a greater responsibility for leading and challenging situations of injustice locally and globally. • Embed a deeper articulation of spirituality amongst staff and pupils. This will ensure a greater recognition and celebration of the spiritual moments that occur. 	
Inspection findings	
<p>Wateringbury Church of England Primary School is an inclusive community built on joy, respect and genuine compassion for one another. Through the recent challenging times, leaders were guided by the Christian vision, to make courageous and bold decisions. These decisions prioritised the establishment of nurture provision alongside the necessary improvements to curriculum. Leaders have brought unity, stability and clear direction to the school community. As a result, relationships</p>	

have strengthened, and pupils and staff have grown in confidence and happiness. Knowing their safety, value and wellbeing is a priority for leaders has positively transformed the culture of the school.

Governors are incredibly committed to and involved in the life of the school. Through robust monitoring, leaders know exactly where the school is, identifying areas of strength and development. There is a clear articulation of where the vision is seen woven throughout school life. This helps leaders to know how effective Watlington is as a Church of England school.

The school recognises the importance of being rooted in the village community. Therefore, pupils are encouraged by school staff to regularly serve those living locally. For example, through the pupil created food bank, visiting of local care homes and sharing of artwork. Exceptionally strong relationships with the church community provide both pastoral and practical support for the school. Pupils and their families are incredibly generous, supporting charity events across the year. Many of these events are often adult led. Therefore, leaders recognise the need to further empower pupils to respond to situations of injustice and disadvantage independently.

There is a shared commitment by all staff that every child is known and understood. Through this knowledge, individualised interventions and pastoral support are put in place. Combined with strong nurture provision and practice, pupils thrive and make progress from whatever their starting point. Run by the passionate welfare team, the 'nurture camp' is available to pupils at any point in the school day. This provides a safe haven for pupils and their families to express or reflect upon their feelings, concerns or worries. By working closely with outside agencies, staff challenge and seek to remove barriers, enabling families to access the support they need. As a result, lives are being positively transformed. Parents rightly expressed how staff go above and beyond to make their child feel welcome and provide guidance and support when requested.

The key themes of the school's curriculum have been inspired by the school's Christian values. This provides regular opportunities for pupils to consider and reflect on each value personally. Leaders have reviewed the curriculum to ensure it meets the needs of all pupils and is reflective of the local context. Rich opportunities and experiences are carefully planned into topics. This provides moments of awe and wonder and supports pupils understanding of their local area and beyond. Pupils speak enthusiastically about their learning. They joyfully recall units studied, trips and deep discussions had. Opportunities for spiritual growth ripple through the school day. Some are intentionally planned in, whilst others arise naturally. Currently, not all moments are fully recognised or reflected upon, especially by pupils. Pupils demonstrate respect for one another regardless of their background or beliefs. Consequently, pupil relationships across the school are strong and behaviour is good.

Collective worship is a valued time for the whole school community to gather. Joyful singing and moments of reflection hold the school through good and challenging times. Key messages, inspired by the Bible and the school's values, bring a shared language to the community. This positively shapes the culture, attitude and behaviour of all. Spiritual moments in worship, often stir emotions within those present. All feel comfortable to be themselves by responding to or allowing their emotions to flow. Trusting open relationships have been built with parents from the faith communities represented within the school. As a result, pupils feel part of the community whether they are present for elements of worship or not. Therefore, collective worship respects the integrity of all. Feedback from pupils and staff has brought change to the structure and pattern of worship. From this, pupils know that their voice is heard and acted upon. The pupil leaders of worship, 'Leading Lights' take their role incredibly seriously. Through this role, they are growing in confidence as they are given more responsibility for planning and leading termly acts of worship. Leaders recognise that their role could be developed further to become frequent contributors to the daily acts of worship.

The vicar is a regular visitor to worship. These visits are highly anticipated and enjoyed by all. Staff and parents rightly speak of the transforming impact the vicar and messages shared in worship have on the children and them. As a direct result, many pupils encourage their families to attend services and community events organised by the local church community.

Pupils are enthusiastic about their RE learning. They are incredibly articulate, recalling knowledge learned using accurate religious language. Teachers create regular opportunities for pupils to discuss and ask questions about religion and worldviews. Pupils respond thoughtfully to these questions. They also recognise the importance of learning about and from people of faith. As a result, pupils act and respond respectfully towards those who believe or think differently to themselves. Pupils are given a range of creative ways to record their learning, but at times these tasks distract from the specific RE learning or skill. There are some inconsistencies in planning. This means that opportunities for pupils to record their thinking or response are sometimes missed. The RE leader and governors systematically monitor the provision and quality of RE across the school. From this, a robust action plan has been put in place to continue to move the provision of RE forward, addressing issues swiftly. With increasing confidence, teachers use assessment data to track pupil progress and address misconceptions. Assessment information is then explored with the RE leader to discuss strategies to challenge and support pupils in their learning. As a result, most children make good progress in RE.

The inspection findings indicate that Wateringbury Church of England Primary School is living up to its foundation as a Church School.

Information			
Inspection date	6 December 2023	URN	118632
VC/VA/Academy	Voluntary aided	Pupils on roll	167
Diocese	Rochester		
MAT/Federation			
Headteacher	Debbie Johnson		
Chair	Christian Ball		
Inspector	Rebecca Swansbury	No.	970