

Warnham Church of England Primary School

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Vision

Our vision is that our children, along with building upon academic ambition; seek to develop their skills of co-operation, perseverance, independence, motivation, curiosity and creativity. We aim for children to develop these core skills, hold Christian values within their hearts and aspire to 'let their light shine' through humility and compassion as both loving and courageous citizens, just as Jesus did. It is our goal that our community of children, staff, parents and governors will live life in all its fullness and empower others to do the same.

Warnham 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

- Inspired by the vision for all to 'let their light shine', leaders actively create a school culture of inclusion and equity. Relationships are rooted in the school's values of thankfulness, love and courage, which intentionally underpin the Christian vision. Consequently, adults and pupils feel seen, cared for and valued.
- The vision drives the breadth and quality of the curriculum, and how it is tailored to meet the needs of pupils. Those who need help are well provided for and, as a result, they succeed.
- Pupils know how to live well together. Relationships within this school are strong and built on mutual respect, creating a calm, cohesive and purposeful atmosphere for learning. This leads to a culture of community which permeates school life and results in pupils and adults flourishing.

Development Points

- Within the religious education (RE) curriculum, plan opportunities for pupils to reflect on their own religious and personal views about different faiths and worldviews. This is to enable them to think critically and deeply.
- Further strengthen the RE curriculum in order to deepen pupils' understanding and develop their recall of world religions over time.
- Continue to embed a shared language and school-wide approach to spirituality. This is to enhance the spiritual flourishing of pupils across the curriculum.



Inspection Findings

Vision and Leadership

Warnham Church of England Primary School is a highly inclusive school that embraces its Christian vision. There is a firm commitment to nurture, and a celebration of the uniqueness of each pupil prevails. This commitment is anchored in the desire for all to let their 'light shine'. Governors monitor the effectiveness of the Christian vision well, challenging and affirming leaders' judgements to support the best outcomes for pupils. This school-wide focus on the vision drives leaders and governors' decision making and actions. Strong, trusting relationships have been built across the school community and pupils appreciate how they are cared for and respected. Parents and carers also recognise this, and value the support leaders give to them, as well as their children. They feel confident to approach the school and know that they will be heard. The Christian vision, underpinned by the school's Christian values of thankfulness, love and courage, are known and lived out throughout the school. This creates a culture of high expectations, academically and personally. As a result, pupils and adults flourish.

Vision and Curriculum

Leaders have developed a curriculum that is rooted in the vision for pupils to experience life in all its fullness. Thoughtfully planned topics engage and excite pupils, enriching their learning experiences. Leaders carefully plan for those with Special Educational Needs and Disabilities (SEND) and for those with additional needs. They ensure that they get the support they need to flourish, through carefully tailored provision. Equality of opportunity extends to the wider life of the school. Curricular activities such as sporting events and a cookery club allow pupils to celebrate their individual talents, as well as introducing them to new experiences. Leaders and staff have identified how the wider curriculum can support the spiritual development of pupils. Well-utilised reflection spaces exist across the school, including the highly-valued spiritual garden. These provide pupils with opportunities to think, write prayers or be still. Pupils have an awareness of spirituality and benefit from these times of calm and reflection offered to them. However, not all are confident in expressing their own thoughts and questions surrounding spirituality. As a result, some opportunities to explore and further develop their spirituality are missed.

Worship and Spirituality

Collective worship provides a time of stillness and reflection that is valued by pupils and adults. Staff describe how this daily gathering uplifts them and provides meaningful moments of calm. Worship is comprehensively planned to focus on one key theme each week, such as thankfulness and compassion. Pupils develop a deeper understanding of these values through regular class discussion around 'big questions'. As a result of these conversations, pupils feel personally challenged to live out these values, further enhancing the life of the school community. The strong partnership with St Margaret's Church further strengthens worship. Weekly worship from clergy is creatively led, with Bible stories being brought to life through drama. This impacts upon pupils' engagement within worship and supports them to remember and discuss these Bible stories. Times of singing, prayer, discussion and stillness provide a varied worship experience. Worship is highly inclusive, with adaptations made to support those who may find whole-school worship overwhelming. Pupils' ideas and feedback are welcomed and acted upon. As a result, pupils know that their voices are heard. Furthermore, they are increasingly provided with worship that enhances their spiritual development.



Vision and School Culture

The Christian vision drives a strong culture of treating pupils and adults well. Staff are role models who demonstrate how difference and diversity are to be cherished. Pupils are known as individuals, each with their own gifts and talents. A wide range of pupil-led roles exist, to give pupils from every class a chance to 'shine'. Rooted in the vision, leaders ensure policy and practice create an inclusive and equitable culture. Parents appreciate the love and care that their children receive from school leaders and staff. They describe Warnham as a place where 'differences are celebrated, not tolerated' and recognise the lasting impact that this has on their children. The school's buddy system ensures that pupils feel settled and cared for when they begin school. Older pupils thrive on the experience of caring for younger, which builds relationships and strengthens the school community. Wellbeing is of high priority and well-trained staff provide a safe space for pupils to share worries and build confidence. Rooted in restorative principles, the behaviour policy focuses on love and forgiveness. As a result, pupils flourish emotionally and socially. Staff wellbeing is also of very high priority for leaders and governors. Staff value the strong, supportive leadership that they receive at this school. They particularly appreciate the efforts made to support their workload and the compassion they are shown in times of difficulty.

Religious Education

Leaders place high priority on the teaching of RE. Effective partnership with the local diocese provides valued support for leaders of RE. Key questions are embedded into the RE curriculum to help pupils to explore taught concepts. Pupils enjoy the range of ways that they learn about religion, including through art, drama and discussion. The curriculum offers opportunities to explore knowledge about religion through carefully planned lessons. However, there are insufficient opportunities for pupils to articulate their own philosophical questions and explore personal beliefs. This limits development of critical thinking and restricts deeper engagement with key concepts. As such, pupils' capacity to engage confidently with challenging religious and ethical ideas are not fully realised. Leaders evaluate the content of their curriculum and make decisions to ensure it is well sequenced and relevant. They consider how to include world faiths and views, which are explored within lessons. When these are studied, pupils show a good knowledge and understanding of what they have learnt. The curriculum is well-sequenced, with world faiths revisited over several years to build upon prior knowledge. However, pupils are not confident accurately recalling what they have learnt about world religions over time.

Vision, Justice and Responsibility

Pupils and adults at Warnham have a strong sense of justice and responsibility. Through the curriculum design, leaders encourage pupils to make a difference in the world. As a result of carefully planned learning opportunities, pupils have a deep understanding of justice. This commitment to making an impact goes beyond themselves and their school. Responses to local and wider issues such as poverty and deforestation have led to pupils passionately taking decisive action to tackle injustice. Pupils have planted trees in the local area, supported community food banks and have shown personal responsibility for making fair trade food choices. Through such meaningful opportunities, pupils are empowered to be 'loving and courageous citizens' and can articulate how they are helping to look after God's world.

Information

Address	Freeman Road, Warnham, RH12 3RQ		
Date	25 September 2025	URN	125998
Type of school	Voluntary controlled	No. of pupils	201
Diocese	Chichester		
Headteacher	Shirley Kirby		
Chair of Governors	Hilary Farquhar and Marlene Fleming		
Inspector	Rosie Piper		