

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Waterhouses Church of England Primary Academy

Vision

‘Make your light shine, so others will see the good you do and will praise your Father in heaven’ (Matthew 5:16).

We want Waterhouses CE Primary Academy and Nursery to be a shining example of Jesus’ love and kindness. We are an inclusive Christian learning community where everyone is welcome and diversity is celebrated, and all are inspired to be the best they can be. We want all children to thrive and flourish in every way, developing a love of learning, discovering their unique strengths and talents, growing in character, confidence and resilience so that their light shines brightly for all to see.

Waterhouses Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Waterhouses Church of England Primary Academy is steadfast in how it lives out the Christian vision. This has a strong positive impact on pupils and adults.
- Driven by the school’s vision to be a shining example of Jesus’ love and kindness, collective worship is varied and inclusive. As a result, worship captures pupils’ interests, enabling them to develop their spiritual thinking.
- The curriculum reflects the school’s vision by allowing pupils and adults to thrive and flourish. Because of this, pupils show curiosity in their learning.
- There is a real culture of love, hope, trust and respect where individuals are valued and nurtured. Consequently, the lives of pupils and adults at Waterhouses are enriched.
- Pupils know how to use their awareness of injustice. This enables them to bring about change in their community and beyond.

Development Points

- Develop a stronger understanding of what spirituality within the curriculum means at Waterhouses. This is to enable pupils to develop a deeper understanding of spirituality.
- Strengthen the extent to which the recently revised religious education (RE) curriculum is embedded. This is so that pupils have greater opportunities to extend their knowledge and understanding of a range of religions and worldviews.



Inspection Findings

The school's Christian vision is central to leaders' actions: from strategic decisions through to the extra-curricular opportunities. Staff recognise that the vision is for them, just as it is for the pupils. Staff work closely together, encouraging the pupils in their care to achieve their best. As a result, pupils are happy and enjoy school. They understand the importance of treating one another well and with respect, irrespective of their differences. Committed governors are active contributors to school life. They proactively broaden opportunities for pupils and reduce staff workload. For example, governors do lunchtime duties, run reading interventions and lead extra-curricular clubs. However, leaders and governors do not consistently monitor the impact of the school's biblically underpinned vision on its strategic growth.

Enriching the lives of pupils of all backgrounds and abilities, extra-curricular opportunities enhance the curriculum and create lifelong memories. The residential visits, other trips and extra-curricular clubs extend pupils' educational and social experiences. The curriculum offers opportunities for pupils, including those with special educational needs and disabilities (SEND) to reflect on global issues. For example, they learn about advocates of social change and ethical issues and apply the learning to their own lives. Leaders, including those from the QEGSMAT, have ensured that retaining and developing the school's facilities are prioritised. This means that the pupils in this school have access to a broader range of experiences than would otherwise be possible. Because of the school's vision, the composition of classes is refreshed annually. This gives pupils the opportunity to develop their strengths and talents in the most appropriate class for them. Successes, including those achieved outside of school, are celebrated, creating a culture where everyone feels valued and supported. Pupils are curious and appreciate the opportunities for spiritual growth. However, the language used by pupils and adults to describe these encounters is not yet consistent. As a result, the impact of these rich experiences is not always recognised.

During collective worship, everyone is welcomed, and their participation is encouraged. Pupils have a good understanding of Anglican worship traditions. Leaders have worked to develop relationships with local churches, meaning that the school community experiences a broad range of worship. Pupils engage through a range of media, including sign language, singing, conversation, prayer and drama. This means that those who may have difficulty accessing some aspects of worship are included. Pupils talk with glee about collective worship and have a clear understanding about a range of parables and other Bible stories that they have encountered. During times of reflection, pupils and adults are respectful of one another. The pupil worship team is enthusiastic. They give up their own time to plan worship, to create resources and to rehearse dramatisations. Leaders monitor the impact of worship on pupils' spiritual flourishing. Parents talk about how worship has an impact beyond school and into their own homes. As a result of the collective worship, pupils and adults flourish spiritually.

Relationships at Waterhouses reflect the school's Christian vision. Pupils explain that your light is shining if you are treating others appropriately, because this shows the values of love, hope, respect and trust. This means that the school creates a welcoming environment. Pupils know that staff will help them and support them. Pupils value their friends and the positive relationships that they have in school. The school ensures that pupils and their families are at the very heart of the school's work. As one parent said, 'the school is a constant positive force in my children's lives'. Staff are treated well and nurtured through opportunities to grow professionally and personally. Leaders are grateful for the pastoral support that they receive from the diocese. Parents are thankful for the support given by the school to their pupils academically, socially and emotionally.



Leaders have carefully considered the quality of the RE curriculum and, in collaboration with the diocese, have revised it. This now affords pupils more opportunities to explore the diverse world in which they live. Pupils can discuss similarities and differences between the teachings of different religions. They have a strong understanding of key stories from the Bible. Pupils make meaningful links between these stories and the school's Christian values. Leaders have prioritised support for RE and staff attend diocesan training. This has led to increased staff expertise and knowledge. Planned visits to places of worship have enriched the RE curriculum and helped to bring learning to life. This has enhanced pupils' knowledge and understanding of major world religions and worldviews. The revised curriculum is having a positive impact on pupils' understanding of the diverse world in which they live. However, this work is still in its infancy.

With opportunities within the curriculum, extra-curricular clubs and collective worship, there are many planned occasions for pupils to explore issues around justice. They have a clear understanding of what is right and what is fair. There are many opportunities for pupils to develop their leadership skills. School council members, worship leaders and ambassadors represent the pupil body with confidence and pride. They build on their learning experiences and challenge injustices. For example, after learning about the impact of pollution, a group of pupils asked if they could plan and lead collective worship to raise awareness with the whole school. Pupils invited a local charity to work with the school and began a campaign to reduce the impact of plastic pollution in their community. Pupils are proud of the actions that they take to raise money for charities within their community and beyond. Pupils work with leaders to channel their compassionate responses to the injustice that they identify. This means that they understand how to use their responsibility to bring about change.

Information

Address	Waterfall Lane, Waterhouses, Stoke-on-Trent, Staffordshire, ST10 3HY		
Date	8 May 2025	URN	143622
Type of school	Voluntary Controlled	No. of pupils	85
Diocese	Lichfield		
MAT	QEGSMAT		
Headteacher	Rachel Linton		
Chair of Governors	Gordon Kneller		
Inspector	Sarah Milne		