

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

White Waltham Church of England Academy

Vision

‘Encourage one another and build each other up’ 1 Thessalonians 5:11

Together we learn, love, achieve and succeed. Staff and students come together as one family to celebrate each other’s uniqueness, accomplishments, talents and gifts regardless of cultural, social, religious, economic or ethnic background. Every child is encouraged to discover and grow their God-given talents and gifts to their fullest potential. By encouraging, inspiring and building each other up, we secure the best outcomes for every member of our school community.

White Waltham Church of England 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.

Notable Strengths

- Adults and pupils thrive at this school because of its deeply rooted Christian vision. Leaders’ living faith creates a loving culture that supports individual growth.
- The curriculum is an outworking of the vision. It is aspirational and inclusive, and pupils benefit from the wide range of experiences it offers. Leaders provide tailored support so that the needs of learners are well met.
- Collective worship is valued by pupils and adults as a time together offering learning, solace and joy. As a result, they are inspired to live out Christian values in their daily lives.
- Wellbeing is prioritised across different aspects of school life. The vision is lived out in a strong culture of caring for each other resulting in collaborative partnerships that enrich provision. Therefore, pupils and adults flourish in their relationships and personal development.
- The curriculum for religious education (RE) is purposefully planned to ensure that pupils explore a range of worldviews, including Christianity. Through it, pupils are encouraged to consider and respect individual beliefs.

Development Points

- Further develop and embed a shared language and understanding of spirituality. This is to enable pupils to articulate and deepen their growing spiritual awareness.
- Enhance pupils’ learning about issues of injustice so that they have a greater understanding of how to make a positive difference in the world.
- Further refine the RE curriculum to extend pupils’ understanding of differences within faiths and worldviews. This is to broaden their understanding of the diversity of people’s beliefs and practices across the world.



Inspection Findings

Vision and Leadership

The school's Christian vision is deeply embedded in the life of the school and drives the work of its leaders. Pupils and adults thrive because positive relationships sustain individual flourishing. There is a loving culture of encouragement and building each other up. Adults recognise and value pupils as unique individuals with rights and responsibilities. Therefore, pupils are included and respected, they feel cared for and trusted. The school has a highly committed staff team and collaborative partnerships that enhance its work. Outreach by local churches is an integral part of school life, providing valuable pastoral support and spiritual nourishment. Governors know the school well and work with school leaders to monitor the impact of the vision. Trust and school leaders model open-minded problem solving and an ongoing improvement cycle. They incorporate pupil and staff feedback as part of their decision-making. For example, pupils co-design timetabling of alternative provision and teachers' input contributes to the production of RE workbooks. The shared vision drives the strong partnership between the trust and the school, creating a community that is inclusive and nurtures the personal development of adults and pupils.

Vision and Curriculum

Pupils benefit from an inclusive curriculum inspired by the school's vision to achieve and succeed together. School and trust leaders are committed to pupils being at the centre of the decisions they make. This means that the curriculum engages and challenges pupils. For instance, leaders have carefully designed a programme of residential visits that build up pupils' confidence over time. Leaders are tenacious in their determination to champion the needs of pupils in the school and plan provision carefully. For example, devising bespoke programmes for those considered vulnerable and those who have special educational needs and/or disabilities (SEND). As a result, pupils feel affirmed in their uniqueness and thrive. The curriculum includes diverse learning opportunities. These broaden and deepen pupils' experiences in a wide range of subjects including history, art and sport. Therefore, pupils benefit from a rich curriculum on and off site that nourishes the fullness of their lives. Pupils' achievements in a wide range of activities are celebrated in different ways so that individual uniqueness is recognised and valued.

Worship and Spirituality

Collective worship is shaped by the school's Christian values and opportunities to develop spirituality. It is carefully planned to engage pupils, who take on active roles, including as worship leaders. Leading prayers and songs and asking and answering questions involves them and nurtures their spiritual growth. It is underpinned by Bible stories, which are made relevant to pupils' lives. The mutually beneficial relationship with local churches is enhanced through clergy-led worship. This promotes a deeper understanding of how Jesus' teachings enrich people's spirituality. Consequently, pupils extend their knowledge of and have more opportunities to think about their own beliefs. In class, there are daily opportunities for spiritual development through individual contemplation. For example, pupils considering the impact of being thankful on how they feel and what they do. Therefore, pupils appreciate this dimension of life. However, the introduction of a shared language to explore individual spiritual responses is at an early stage. This means that the power of these opportunities to foster spirituality is under-tapped.

Vision and School Culture

Leaders live out the vision in their daily lives. They promote the wellbeing of staff members and make strategic decisions to maintain a balance of work and home life. Staff members are compassionately supported, for example, by the collaborative approach to planning and adoption of in-lesson assessment tools. They care for and encourage each other. Partnerships with trust schools are very effective and beneficial. For example, they provide opportunities for specialist advice and professional development. As a result, staff members feel valued, and their professional life is enriched. Staff members know pupils and families well and respond to their



concerns. Parents appreciate the different ways the school provides help for families in difficult times, including for pupils considered vulnerable and with SEND. For example, targeted work by skilful school practitioners fosters pupils' social and emotional wellbeing and enables them to access learning. The strong culture of loving kindness and respect strengthens relationships and enables pupils to live well together and appreciate each other's individual worth.

Vision, Justice and Responsibility

The Christian vision creates a respectful culture of justice and responsibility within the school. It is characterised by positive relationships at all levels that strengthen pupils' understanding of responsibility towards others. Leaders work hard to make sure that there is equity, including providing thoughtfully planned playtime activities and inclusive extracurricular experiences. Pupils explore their rights and responsibilities through the curriculum and collective worship. They have a good understanding of fairness, and they encourage one another. Pupils take on a wide range of leadership roles including supervising playtime activities. They look forward to these opportunities to be responsible for others. Pupils respond enthusiastically to leading initiatives in school, including being school councillors and members of the collective worship team. They know they can have a positive effect on others by fund raising for their chosen charity or donating to the local food bank. However, the range of opportunities for pupils to learn about issues of injustice is more limited. Thus, pupils' understanding of how they can make ethical choices for change is underdeveloped.

Religious Education

Leaders ensure that RE has a high profile across the school. It is carefully timetabled and highly visible in displays of pupils' work. The curriculum is well sequenced to build on pupils' prior knowledge. It includes teaching about a diverse range of beliefs, including Christianity as a global faith. As a result, pupils talk confidently about ways people might express their religious beliefs. However, strategies to strengthen understanding of diversity within a range of religions are less well established and so the impact of these is not consistently evident. Leaders are proactive about their own professional development and are well supported by trust, diocesan and church partnerships. They share their subject knowledge which means that teachers are confident about their teaching and create spaces for pupils to explore their own views whilst respecting those of others. Visits to places of worship and enrichment activities bring the curriculum to life, for example, a whole-school art project on the Christian creation story. Therefore, pupils are engaged in their learning.

Information

Address	Waltham Road, White Waltham, Maidenhead, Berkshire, SL6 3SG		
Date	7 October 2025	URN	138635
Type of school	Academy	No. of pupils	203
Diocese	Oxford		
MAT	Ashley Hill Multi Academy Trust		
MAT Chair	Clive Haines		
Headteacher	Laura Denham (Head of School) Isabel Cooke (Executive Headteacher)		
Chair of Governors	Cliff Warne		
Inspector	Gillian Scozzafava		