

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

White Notley Church of England Primary School

Life in all its fullness now and in the future.

White Notley 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

- The Christian vision inspires and guides the school. It drives decisions on curriculum, inclusion and staff development so that pupils and staff are supported to thrive.
- Inspired by their vision, the school is deeply inclusive. Pupils, including those that are deemed vulnerable, are welcomed, valued and enabled to achieve and flourish.
- Collective worship is valued by adults and pupils. It brings them together for prayer, reflection and celebration. This is enhanced by pupil leadership, adaptations for additional needs and partnership with local clergy. As a result, it guides spiritual growth.
- Pupils show a strong sense of justice and responsibility. They engage with communities locally and globally, demonstrating respect and compassion. As a result, they see how their actions make a difference.
- The school is a caring and nurturing community. Pupils and staff feel safe, supported and respected in daily life.

Development Points

- Develop governors' evaluation of the vision. This is so they can measure the impact on the school community and its effectiveness in the ongoing development of White Notley as a Church school.
- Strengthen consistency in the school's approach to spirituality so pupils experience spiritual growth across the curriculum and wider life of the school.



Inspection Findings

IQ1: Vision and Leadership

White Notley's Christian vision is strong, theologically rooted, and relevant to the community it serves. It was shaped with diocesan support and strengthened through training. This has enabled leaders to embed it strategically and practically. As a result, the vision drives decision-making and secures flourishing across the school. Leaders apply it consistently, ensuring high expectations, inclusion, and care for pupils and staff. Pupils with additional needs are valued and supported, with barriers removed so they can thrive alongside their peers. The vision also shapes staff development, guiding professional growth and sustaining commitment. Consequently, staff feel motivated and talk of serving with dedication. The culture of nurture, challenge and high expectations is rightly recognised by parents. One pupil correctly said, "The vision represents the school, it represents us," demonstrating how it instils self-belief and pride in themselves and their school. Whilst governors are committed to the continued improvement of school, their evaluation of the impact of the vision is limited.

IQ2: Vision and Curriculum

The school's curriculum provides purposeful opportunities that connect learning with life and prepare pupils for their future. It reflects the school's Christian vision, which prioritises inclusion, high expectations and hope for every pupil. Pupils are introduced to a wide range of countries, cultures, and traditions, which deepens respect for diversity and broadens horizons. They gain confidence by exploring different perspectives and learning to value difference. Learning in literacy and geography leads pupils to consider global issues such as deforestation. After watching an expose on a corporation's waste practices, pupils felt compelled to write to their local MP. As a result, classroom learning connects to wider concerns. These opportunities deepen moral awareness, broaden horizons and encourage pupils to reflect on values. Those deemed vulnerable are supported to take part fully in these experiences, showing how the vision's emphasis on nurture and challenge benefits all learners. Pupils experience many occasions for spiritual development across the curriculum. Lessons include time for awe, wonder and reflection, enabling pupils to pause and think about meaning and purpose. However, there is not a shared understanding of spirituality. This means opportunities can be inconsistent across the school and pupils and staff are less confident in recognising and celebrating its impact on their lives.

IQ3: Worship and Spirituality

Collective worship enables spiritual growth for pupils and adults and is central to life at White Notley. It reflects the school's vision by nurturing learning through Bible teaching. Inclusion is valued through the participation of all pupils. The faith of both adults and pupils is strengthened through prayer and themed worship and reflection. In this way, worship makes the vision a lived experience. It is carefully planned, offering regular opportunities for prayer, reflection and praise. Worship is rooted in Christian teaching and uses open language and personal response so pupils of different beliefs feel respected. Pupils have the opportunity to think about God and apply what they learn to their actions and friendships. They recall Bible stories and explain what these reveal about God's character and relevance to their own lives. For example, pupils said recent teaching on Noah's Ark shows God keeps his promises. They explain this helps them trust him in difficult situations. Adults also describe worship as valuable, giving space for reflection and encouragement in their work. Pupils participate enthusiastically, leading prayers and readings that deepen reflection and build community. Leaders ensure pupils with additional needs are supported through adaptations and taking on leading roles. This ensures they can access and reflect on teaching and helps them recognise their place in God's world. Clergy from various local churches add variety through engaging pupils in different styles of worship.



IQ4: Church School Ethos and Culture

Inspired and led by their vision, White Notley is a deeply caring and inclusive community where relationships are marked by kindness and respect. They enthusiastically welcome pupils who have faced challenges in other provisions. As a result, pupils including those with additional needs feel valued, supported, and able to thrive. Older pupils are encouraged to take responsibility for younger ones, with 'Tribe Time' providing structured opportunities for leadership. In these sessions, older pupils guide younger ones in activities that strengthen community and improve the school environment. These include tidying areas and looking after the Quiet Garden. This has a direct impact, building empathy and confidence in older pupils while reassuring and encouraging the younger. Guided by the school's vision, leaders place strong emphasis on wellbeing, ensuring that pupils and staff feel safe and respected. Staff wellbeing is supported through careful attention to workload and professional growth, which sustains commitment and energy. Pupils feel cared for and see themselves as important members of the school community. As a result, pupils and adults develop within a culture of care, inclusion, and mutual respect.

IQ5: Justice and Responsibility

Pupils demonstrate a strong sense of justice and responsibility. They speak confidently about fairness, responsibility, and environmental care, demonstrating growing maturity in their moral awareness. Inspired by the school's vision, they turn what they learn into service and action. They understand that making positive choices has a direct impact on their own lives and the lives of others. Consequently, they respond generously to local and global needs through fundraising, campaigning, and environmental projects. A strong link with their partner school in Kenya provides a powerful example as pupils learn about global inequality. They share experiences and show compassion. As a result, they broaden their horizons and understand how they can connect with communities beyond their own, ensuring others may experience life in its fullness. Local initiatives, such as supporting charities and improving the environment, give practical expression to fairness and service. Pupils benefit from these opportunities to develop teamwork, leadership, and resilience. They see that their actions make a difference. Leaders ensure that pupils deemed vulnerable are included in this work, which builds their confidence, self-esteem, and a strong sense of belonging.

IQ6: Religious Education

Religious education (RE) is well led. Support from the diocese has enabled leaders to develop a curriculum that is well structured and progressive. This ensures knowledge and skills build securely over time. Pupils develop respect for difference and a clearer sense of their own identity. Their work demonstrates secure knowledge of Christianity as a global faith and an understanding of world religions and worldviews. Pupils take pride in their work and show confidence in recalling knowledge they have learnt. For example, they can explain features of Judaism, including artefacts, and share detailed knowledge about Christianity. They talk with enthusiasm about their learning in RE, describing how it helps them understand faith and belief. Pupils have opportunities to engage in discussions and reflect on differing points of view. Their comments show that RE builds confidence to express ideas and listen respectfully to others. Leaders monitor RE through reviewing pupils' work and curriculum plans. This confirms progression is secure and knowledge develops consistently across classes. Teachers make effective use of resources and benefit from training that strengthens subject knowledge. Pupils deemed vulnerable are supported to engage fully, which builds their confidence and participation. As a result, RE contributes to pupils' understanding of belief, identity and respect for diversity in the world in which they live.

Information

Address	Vicarage Avenue, White Notley, Essex, CM8 1RZ		
Date	15 September 2025	URN	115111
Type of school	Voluntary controlled	No. of pupils	107
Diocese	Chelmsford		
Head of School Executive Headteacher	Patsy Fitzpatrick Ruth Baugh		
Chair of Governors	Steve Wilson and Claire Berry		
Inspector	David Huntingford		