

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Powick Church of England Primary School

#### Vision

##### Embracing Learning Together

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.

Powick 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

- Powick's Christian vision and committed leadership establish an inclusive culture that unites and strengthens the school community. As a result, pupils and staff flourish spiritually, with strengthened emotional wellbeing and resilience.
- Collective worship is thoughtfully planned, inclusive and welcoming. It brings pupils, families and staff together to create meaningful shared experiences. This nurtures a strong sense of belonging and supports pupils' and adults' spiritual and personal development.
- Leaders provide strong support to pupils and adults, fostering confidence, collaboration and mutual respect. This builds a cohesive school community where individuals feel valued, empowered and motivated to succeed.
- Religious education (RE) is well planned and engaging, capturing pupils' interest and curiosity. It enables them to build on their previous knowledge, grow in their learning and appreciate a diverse range of perspectives.

#### Development Points

- Expand pupils' knowledge and understanding of justice and ethical awareness by integrating national and international perspectives into projects. This is to help broaden their outlook, fostering a culture of responsibility for the good of others and the environment.



## Inspection Findings

### Vision and Leadership

The school's Christian vision, 'Embrace and Learn Together,' lies at the heart of its ethos, shaping an inclusive and welcoming environment. Governors and the Diocese of Worcester Multi-Academy Trust (DoWMAT) provide committed leadership, strengthening the school's strategic direction. Vision and values days are powerful drivers in embedding and sustaining the school's Christian ethos. These moments feature purposeful, collaborative, mixed-age activities that actively engage participants. They strengthen relationships and generate meaningful impact across the local community. Consequently, pupils engage deeply with the school's values. This develops a clear and collective understanding that is consistently lived out. The school's vision not only shapes its internal culture but also reinforces its strong identity within the local area. There is a nurturing climate, rooted in care, respect and mutual support, creating a thriving environment. A shared sense of belonging and pride is evident among pupils and adults alike. As a result, the community flourishes within a setting shaped by the school's vision and values.

### Vision and Curriculum

The curriculum aligns with the school's vision, ensuring pupils grow as respectful, reflective and compassionate individuals. It is carefully adapted to meet their needs, providing support and appropriate challenge to enable flourishing. Staff provide early targeted support for pupils, including those with special educational needs and/or disabilities (SEND). A nurturing ethos is evident in daily interactions across the school. A strong culture of trust and respect enables pupils to engage openly in reflection and discussion. Staff create safe, inclusive spaces where pupils confidently express their thoughts, feelings and beliefs. Consequently, they feel well supported in both their learning and their emotional wellbeing. The curriculum and extracurricular activities are rich and diverse. The school prepares pupils for life in modern Britain through a range of planned experiences. This includes careers days, online safety workshops, wonderful world days, visits and opportunities to engage with diverse visitors. Staff provide opportunities for pupils' spiritual growth, enabling them to reflect and respond to planned and spontaneous experiences. As a result, pupils develop self-awareness, build meaningful connections with the world around them and spirituality flourish.

### Worship and Spirituality

Collective worship is a central and well-developed element of school life. It is strategically planned and rooted in the school's vision and associated values. A variety of approaches, including leadership from pupils, staff, the church and visitors, ensures worship remains engaging and inclusive. Spirituality is central to this provision, with planned reflection using the 'head, heart, hands' model. This enables pupils to think deeply, respond emotionally and consider purposeful action. Weekly celebration worship strengthens the sense of community and shared identity. Parents and carers are welcomed, enabling them to join worship and celebrate pupils' achievements. The school benefits from a strong and mutually enriching partnership with the local church. This longstanding connection enhances both collective worship and the wider curriculum. The church is a valued resource for reflection, learning and spiritual development. Pupil collaboration with the local worshipping community exemplifies positive relations and impactful learning opportunities. Church services help deepen pupils' understanding of the Christian calendar and reinforce the school's vision in a lived, meaningful way.

### Vision and School Culture

Driven by the school's vision, leaders cultivate an inclusive environment. Each person is valued as a unique child of God. Expectations for how pupils and adults treat one another remain high, fostering a culture of mutual respect. There is a shared language of support, where individuals embrace and sustain one another in times of need. As a result, staff know pupils well and respond effectively to their pastoral and academic needs. The strong principles of living well together empower them to take active responsibility for improving their community. The Pupil Parliament provides an authentic platform, where they confidently represent the views of others and



contribute to real decision-making. Sustainability initiatives include Switch Off Fortnight and securing funding for new recycling bins. This is complemented by structured roles that teach responsibility, such as Year 6 House Captains and Year 5 Play Leaders. Furthermore, older pupils actively demonstrate this care by organising clubs for younger peers. Reflection spaces are provided across the school to support spiritual development and wellbeing. The gardening club is creating a sensory garden to enhance reflection, foster calm and deepen pupils' connection with nature. Regular newsletters and digital platforms provide timely updates, enabling parents and carers to engage actively in their children's learning. As a result, these practices foster a compassionate, responsible culture where pupils make purposeful contributions to their community.

#### Vision, Justice and Responsibility

Pupils confidently live out the school's vision and values. Themes of justice and responsibility are woven throughout the PSHE and RE curriculum and also feature in collective worship. This equips pupils to make ethical choices and understand how to act towards one another. The school effectively fosters a sense of social responsibility through practical action. Initiatives such as litter-picking demonstrate how pupils are motivated to step forward and advocate for positive change. Engagement with the community is a further strength. Pupils benefit from meaningful interactions with local figures, deepening their understanding of democracy and citizenship. These opportunities, together with the school's sustainability work, broaden pupils' awareness of their place in the community. This enables them to recognise the positive impact that they are able to make. The school's engagement in local projects is well established and has a clear impact. However, pupils' knowledge of wider global issues is in its early stages of development. Consequently, their understanding of responsibility is still evolving.

#### Religious Education

RE is a high priority with strong provision. Leaders and staff place significant value on the subject. The carefully designed curriculum enables pupils to explore religious and non-religious worldviews in depth. There is a strong emphasis on reflection and critical thinking. Teachers intentionally provide pupils with a safe space to explore their own religious, spiritual and philosophical beliefs. Pupils evaluate their learning, articulate their thoughts and explore big questions. This helps foster a deeper understanding and personal engagement. Pupils value exploring religious stories and reflecting on the impact of significant individuals within them. They also make connections between a range of beliefs, concepts and practices with increasing depth. This inclusive culture is underpinned by high-quality teaching, rigorous assessment and dedicated leadership. As a result, pupils are enthusiastic, confident and proud of their RE learning.

## Information

Address	42 Malvern Road, Powick, Worcester, WR2 4RT		
Date	20 March 2026	URN	145838
Type of school	Academy	No. of pupils	171
Diocese	Worcestershire		
MAT/Federation	Diocese of Worcester Multi-Academy Trust		
MAT Chair	Chris Stephens		
Headteacher	Martha Worthington		
Chair of Governors	Emma Holland		
Inspector	Pamela Howell		