



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

Woodchurch High School	
Address	Carr Bridge Road, Woodchurch, Wirral, CH49 7NG
School vision	
<p>‘Let your light shine before others, that they may see your good works, and glorify your Father which is in heaven.’ (Matthew 5:16). The school recognises all our aims, vision and values are centred on Christ - the Light of the World, who came to bring life in all its fullness. Our work as a school is underpinned by following these key Christian values, which support us in living out the school’s vision: Compassion, Forgiveness, Hope, Integrity, Wisdom, Service, Endurance, Trust, Humility, Thankfulness, Justice.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The clear Christian vision drives the strategic direction of the school. This impacts on the daily lives of students and staff, ensuring members of the school community can thrive.</li> <li>• Leaders carefully craft a rich curriculum which is shaped by the vision, enabling students to grow their unique strengths and talents.</li> <li>• The wellbeing of students and adults is at the heart of the school's purpose. Staff build supportive and nurturing relationships, so that students can flourish in an inclusive environment.</li> <li>• A strong chaplaincy partnership underpins the school's practice of collective worship. This provides space for students and adults to reflect on faith and on how to make a difference in the world.</li> <li>• Religious education (RE) is well-resourced and given a high priority by the school. Ambitious and knowledgeable leaders ensure the curriculum is high quality and well-sequenced.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Extend opportunities for students to take the lead in challenging injustice. This is to enhance the way they can be active agents of change.</li> <li>• Enhance and deepen opportunities for students to engage with worship. This is to enrich the way that it provides moments for their spiritual flourishing.</li> <li>• Strengthen the language and understanding around spirituality so all staff and students can express the impact of opportunities for spiritual development on them.</li> </ul>	
Inspection findings	
<p>The vision of ‘Let your light shine before others’ forms a solid foundation to life at Woodchurch High School. Leaders live out the Christian vision and ensure this drives policies and practices. Together, they faithfully recognise the context in which they work, enabling the school to be transformational for students. As a result, students and adults grow and flourish. Governors work in harmony with school leaders, offering challenge alongside expertise and experience. Implementing the vision, they strategically move the school forward. Core Christian values permeate the school community,</p>	

providing a shared language of care and respect among staff and students. Positively impacting every aspect of school life, these enrich the experiences of learners and their families. Leaders prioritise the support and development of staff, enabling them to flourish as professionals. A dynamic partnership with St Mary's Church provides chaplaincy and leadership in collective worship. Through this, opportunities of engagement for students and staff bring the vision to life.

The inclusive and ambitious curriculum is shaped by the school's vision. A strong culture of learning is at the heart of the school, positively impacting on students. Staff are passionate about including all learners and are committed to their academic and holistic development. Students with special educational needs and/or disabilities (SEND) are supported with dignity and care. Additional provision enables the most vulnerable to flourish. The school's on-site farm is well-used to extend curriculum experiences and support mental health and wellbeing. A rich variety of extra-curricular activities, for example in sport and performing arts, enrich students' lives. This cultivates an expanded range of talents, further supporting students to thrive. Some staff understand how curriculum and broader school opportunities enable spiritual development. However, there is not an integrated approach to spirituality throughout the curriculum nor a shared language or understanding of spirituality. This limits the way students can describe the impact of opportunities for spiritual development on them.

Each day begins with collective worship, which is valued by the school community. Students and staff of all faiths and views feel included and accepted. Leadership and oversight, guided by the chaplaincy team from St Mary's Church, is a significant strength. The school's values and the Church calendar effectively weave together to form an annual cycle of worship. Students can explain how worship influences their relationships within and beyond school. Bible stories are explored with appropriate context for the community. For example, Jesus as the shepherd and people as sheep is connected to people's experiences in the school's farm. This provides students with tangible examples which supports their spiritual flourishing. However, the lack of a shared language for spirituality limits the way students can describe the impact of these examples on them. Each morning, form time gatherings enhance worship and allow learners to explore weekly themes through discussion. Students are involved in planning and reflecting on collective worship through the 'Values and Ethos Group'. However, their involvement in leading worship is presently infrequent, limiting the way it impacts on them spiritually. Reflections by the chaplaincy team are a cherished fixture of weekly staff meetings. Adults are offered additional space and time for spiritual thinking and development, supporting their flourishing. Opportunities to pray, within and beyond collective worship, brings the community together. Prayer activities and initiatives, for example 'Say one for me', are very popular amongst adults and students. As such, prayer is at the heart of school life.

The vision drives a culture where students and staff learn to live well together. Leaders work tirelessly to create an inclusive environment which values all as 'children of God'. Students feel valued and special as a result of the care and support they receive. The mental health of all members of the community is prioritised by the school through effective strategies. The wellbeing of staff and students is of paramount importance to leaders, enabling their 'light to shine'. The school's values are out-worked through policies and practices in order that all might experience 'life in its fullness'. Staff diligently build good relationships so learners can thrive, including those considered vulnerable and/or disadvantaged. Students speak confidently about letting their 'light shine' and helping others to do the same. Additional support is offered to all so they can be flourishing members of the Woodchurch community. Sound behavioural structures are underpinned by the school's values. Students fluently use language of the key Christian values when repairing damaged relationships. Restorative practices are used and modelled by staff to help students reflect and move forward. Therefore, relationships across the school are positive and healthy.

Woodchurch emphasises responsibility and justice as a school community. Students care for others

by engaging in meaningful charitable activities, for example helping in local care homes. Together with fundraising and community activities, students make a difference beyond the school gates. All students in Year 8 participate in the Archbishop of York Award. Through this, the school builds a strong culture of service which significantly impacts learners. Partnerships through the Diocese of Chester support learners in exploring their role as stewards. For example, links with the Anglican Church of Melanesia. Through this, Year 10 geography students can study the effects of climate change on low-lying island communities. Students in school with leadership roles, for example the school council, work with staff towards becoming agents of change. However, opportunities for students to explore being agents of change are infrequent. As such, learners have a limited understanding of how to impact injustice in the wider community.

RE is given a high priority and profile in the school. All students study RE through to GCSE, and as such it is seen as a valued subject. Leaders ensure that the subject is delivered by specialist teachers. This enables students' knowledge and understanding to be enriched and allows them to receive targeted and developmental feedback about any misconceptions. Curriculum content is carefully planned so that it is coherent and well-sequenced. Leaders supplement the curriculum with carefully considered additional materials, ensuring students' RE learning is diverse and balanced. Highly skilled leaders offer good support with up-to-date exam marking experience, further enhancing students' progress in RE. Staff benefit from diocesan training and research scholarships in order to develop their teaching. Opportunities to explore a range of worldviews and faiths, including Christianity, are valued by students. The breadth of the curriculum provides valued opportunities to respectfully consider a range of different views and religious practices. This respect is lived out through relationships within the school. Pupils with SEND are well-supported to develop questioning and thinking skills in RE. Therefore, RE forms a key part of students' experience at Woodchurch and supports their capacity to thrive.

The inspection findings indicate that Woodchurch High School is living up to its foundation as a Church school.

Information			
Inspection date	19 June 2024 - 20 June 2024	URN	138853
VC/VA/Academy	Academy	Pupils on roll	1430
Diocese	Chester		
MAT/Federation	Single Academy Trust		
Headteacher	Martyn Canham		
Chair	Tony Smith		
Inspector	Stephen Birkinshaw	No.	2213