Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Woodford Halse Church of England Primary Academy

Vision

‘All things are possible for those that believe’ (Mark 9:23)
“Woodford Halse C.E. Primary Academy strives for excellence in everything we do. We will maintain a happy, secure Christian environment where each member of the Academy feels valued and where every child is guided and supported, so that they reach their full potential.”
Woodford Halse 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.

Notable Strengths

- The Christian vision is clearly understood and lived out, shaping a culture of care, aspiration and belonging where pupils and adults flourish.
- Relationships reflect dignity, respect and compassion. They are supported by restorative practice, purposeful play and strong pastoral care.
- The curriculum provides rich opportunities for reflection, curiosity and personal growth through the Woodford Way, outdoor learning and values-driven experiences.
- Collective worship creates a welcoming and engaging environment, enabling pupils to connect biblical teaching with daily life.
- Religious education (RE) is well led, coherent and valued, enabling pupils to engage respectfully with diverse beliefs and develop secure theological understanding.

Development Points

- Deepen staff and pupils’ understanding of spirituality beyond collective worship. This is so that they can express the impact of opportunities for spiritual development on them.
- Broaden opportunities for pupils to encounter Christian belief and practice across different cultures and contexts. This is to strengthen their understanding of Christianity as a global and diverse faith.

Inspection Findings

Vision and Leadership

Woodford Halse's Christian vision, 'All things are possible for those that believe', shapes a culture where pupils and adults flourish. The vision is clearly understood and lived out through the Christian values of being ready, resilient, respectful and reflective. These values are visible in relationships, routines and decision making. They create a school where pupils are known and encouraged to believe in their potential. Leaders work closely with families to remove barriers so pupils can thrive, ensuring pastoral care supports their wellbeing and learning. The Woodford Larder and provision of pre-loved uniform reflect leaders' commitment to creating the conditions in which pupils feel valued and able to learn well. Pupils speak confidently about how the vision inspires them to persevere, dream big and support others. Their behaviour reflects the dignity and respect modelled by adults. Staff wellbeing is prioritised, enabling adults to be ambitious and develop professionally. Leaders are well supported by the diocese, ensuring Christian distinctiveness remains central to the school's life and direction. The Woodford Way provides personal development sessions that build character, widen horizons and help pupils reflect on values in daily life. Outdoor experiences deepen pupils' sense of perspective and nurture character. A strong sense of belonging, shared purpose and hope shapes each day and enables pupils and adults to grow with confidence and joy.

Vision and Curriculum

The curriculum is shaped by the Christian vision. Leaders design learning that reflects community needs and widens pupils' horizons through the Woodford Way and inclusive development opportunities. Pupils experience a curriculum that encourages them to think deeply, notice beauty and explore big questions. Spirituality is explored through outdoor learning, art, music and topical events. However a whole-school approach to this is in the early stages of development. Pupils who have special educational needs and/or disabilities (SEND) flourish. This is because learning is adapted, enabling access to the same ambitious curriculum through modelling, scaffolding and emotional support. Visits, residentials, clubs and focussed enrichment broaden experience and nurture resilience, teamwork and independence. Pupils speak confidently about learning new ideas and feeling supported when work is challenging. Trust partnerships strengthen curriculum design, RE planning and professional development, ensuring coherence and ambition. As a result, pupils learn well, feel valued and develop the knowledge, skills and attitudes needed to flourish.

Worship and Spirituality

Collective worship, known as service, is a cherished and unifying part of the day. It is shaped by the Christian vision and follows a consistent structure that helps pupils feel comfortable, recognised and ready to reflect. It provides calm, purposeful moments for stillness, prayer and reflection which pupils value. This time together is open and welcoming, enabling pupils to participate confidently and make meaningful connections with biblical teaching and current events. Pupils explain that worship helps them make good choices and understand others. They recall stories, themes and questions with clarity, showing developing spiritual awareness. Partnerships with St Mary's Church and Hinton Methodist Church enrich worship through clergy involvement, Bible story work and prayer space activities. These experiences deepen pupils' understanding of Christian practice and give them opportunities to explore big questions. Pupils enjoy participating in worship and express a desire for greater responsibility. Staff presence, thoughtful routines and a warm atmosphere support reflection for adults as well as pupils. As a result, collective worship strengthens the school's reflective, respectful and hopeful community.

Vision and School Culture

At Woodford Halse, the Christian vision creates a culture of dignity, respect and compassion for pupils and adults. Shaped by the school's values, relationships across the school are characterised by warmth, respect and support. Pupils are listened to and cared for. They trust adults to help them when things go wrong. Staff model calm behaviour and restorative approaches to help pupils repair relationships and learn from difficult moments.

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Wellbeing is a strength of the school and central to leaders' actions. There is a strong focus on emotional regulation and positive relationships. Pupils explain how this helps them manage feelings, make friends and include others. Those who find things tricky are supported through pastoral care, specialist involvement, family support and consistent routines. Parents rightly describe the school as honest, helpful and supportive during challenging times. Staff wellbeing is prioritised through open communication, teamwork and a culture where adults feel valued. Governors monitor behaviour, inclusion and pastoral care, ensuring the vision is lived out. As a result, Woodford Halse is a community where people are treated well, differences are embraced and pupils and adults flourish.

Vision, Justice and Responsibility

The Christian vision shapes a culture of justice and responsibility where pupils learn that their actions matter. Pupils explain that fairness, kindness and respect guide their choices. They give examples of including others, challenging unkindness and caring for the environment. They understand that responsibility involves acting for the good of the community. Curriculum experiences, exploration of topical themes and the Woodford Way help pupils explore ethical questions. Consequently, they balance personal freedoms with care for others. They speak confidently about issues such as litter, pollution and fairness. Pupils take responsibility through roles like house captains, buddies and mental health ambassadors. These roles strengthen their sense of agency and service. Partnerships with local churches, the Community Larder and village groups deepen their understanding of justice as practical care. Pupils influence charity choices and explain how their collective projects help to make a positive difference. Staff model responsible behaviour and ethical decision making. Governors monitor how the vision shapes this culture. As a result, pupils grow as thoughtful, compassionate individuals who show fairness and a sense of duty through environmental care, charitable action and community support. They understand their responsibility to others and to the wider world.

Religious Education

RE has a strong profile and reflects the Christian vision by enabling pupils to explore belief with curiosity and respect. The curriculum meets national Church school expectations and is well sequenced and balanced. Leaders draw on diocesan guidance and training, ensuring RE remains accurate, theologically informed and rooted in Christian distinctiveness. Pupils learn about Christianity alongside a range of worldviews. Planning is coherent and progressive, enabling pupils to revisit key ideas and build a deeper understanding of belief. Leaders ensure that RE is rigorous and relevant. Pupils learn about a variety of different religions and worldviews. However, the curriculum does not provide sufficient opportunities for pupils to encounter Christianity as a global and diverse faith. The subject is well resourced and staff access regular training through the trust and diocese. Monitoring by leaders, governors and the trust confirms that RE maintains a high profile. Adaptations ensure that pupils who have SEND access the same ambitious curriculum. As a result, RE contributes significantly to pupils' understanding of belief, diversity and meaning, supporting their moral development.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	High Street, Woodford Halse, Northamptonshire NN11 3RQ		
Date	23 June 2026	URN	141073
Type of school	Academy	No. of pupils	212
Diocese	Peterborough		
MAT	Innovate Multi Academy Trust		
MAT Chair	Karen Falvey		
Head of School	Alison Crockford		
Chair of Governors	Terry Lifford		
Inspector	Gillian Paterson		

