

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

<b>Staining Church of England Primary School</b>				
<b>Address</b>	Staining Road, Staining, Blackpool, Lancashire FY3 0BW			
<b>Date of inspection</b>	3 October 2019	<b>Status of school</b>	Voluntary Controlled Primary	
<b>Diocese</b>	Blackburn	<b>URN</b>	119375	

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Staining is a primary school with 218 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is broadly in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school was judged to be good when inspected by Ofsted in May 2018. The headteacher, who has been in post since January 2017, is currently on maternity leave. The current associate headteacher has been in post since July 2019.

### The school's Christian vision

Our vision is of a Christian school that has high expectations of its children and the adults who work here. We aim to develop the full potential of all our pupils, whilst nurturing the strong links between school, home, church and the wider community.

'Love school, love life, love God'

### Key findings

- Inspired by the headteacher, leaders have created an inclusive, aspirational vision. Founded upon the school's established Christian values, the vision drives all aspects of church school improvement. Although clearly articulated by members of the school family, it is not expressed explicitly in the public domain.
- God's love is clearly evident in the highly supportive, nurturing relationships which support pupils, their families and the adults working in school. The vulnerable and those with special needs and/or disabilities are very well-supported so that everyone can flourish and achieve.
- The enriched curriculum, designed to meet the needs of the school community, supports pupils' spiritual and personal development well.
- Daily collective worship, supported and enriched by strong links with the church, engages and inspires pupils to apply Jesus' teaching about friendship and forgiveness in their own lives.
- Effective teaching in religious education (RE) excites and inspires pupils. They gain a good understanding of important Christian concepts and belief. However, their understanding of diversity and difference is less well-developed.

### Areas for development

- Ensure that the school's Christian vision and distinctiveness is fully and explicitly expressed on the website and in public documents.
- Enhance and deepen pupils' understanding of diversity by providing more opportunities for them to meet people of different faiths and cultures.
- Provide regular opportunities for groups of pupils to plan, lead and evaluate worship so that they more fully understand the nature of Christian worship.

**How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

**Inspection findings**

The school's Christian vision is based on its established Christian values which include compassion, service, hope and endurance. The vision is aspirational and inclusive. It expresses precisely the headteacher's determination to inspire a love of learning through which pupils can transform their own lives. It directs decision-making and has been the driving force behind school improvement. However, at present, the vision and distinctly Christian character of the school is not expressed explicitly enough on the school's website or in public documents, such as policies. Governors, staff and parents confirm that changes inspired by the vision continue to have a positive impact on outcomes for all pupils. This is most clearly evident in the development of the curriculum and the priority given to the mental health and wellbeing of pupils and adults. Leaders have created a harmonious staff team. Staff feel valued and supported as they strive to provide the best possible learning environment for their pupils. Leaders have created a rich, creative curriculum which engages and challenges pupils. They benefit from a range of outdoor learning experiences and visits which support their personal and spiritual development. As a result, they become active, inquisitive learners who appreciate the awe and wonder of creation, accept some responsibility for supporting others and the conservation of resources. Cross-curricular topics, through which Christian values are threaded seamlessly, provide repeated opportunities for pupils to explore issues such as the impact of global warming and poverty. Pupils explain that they support local food banks and the homeless because they wish to show compassion and kindness to those less fortunate. They link this to the teaching of Jesus. A Year 4 pupil wrote, 'The gifts that God has given us help us to work as a team and show kindness and respect.'

Leaders are committed to ensuring that all pupils, including the vulnerable, disadvantaged and those with special needs and/or disabilities, flourish and achieve. This is exemplified by the provision of a dedicated family learning mentor. Parents recognise and value highly all the support the school provides. One parent explained, 'We feel like part of a family because we are all supported and valued.' Governors ensure that human and financial resources are used effectively to meet the learning needs of all pupils. The adjustments made to the holiday pattern, together with curriculum changes and the work of the learning mentor, have had a very positive impact on levels of attendance. The impact of the strong focus on improving the quality of teaching and learning can be seen in improving rates of pupils' progress and levels of attainment. Both compare favourably with those achieved nationally. Pupils are increasingly reflective, independent learners. They thoroughly enjoy all that the school offers. Parents confirm that their children are enthused by their home/school learning. For example, the question 'Do you need to have a Bible to be a Christian?' generated lively debates at home. Behaviour is exemplary because all pupils strive to apply the core Christian values.

Governors are a visible presence in school. They meet regularly with staff and pupils, share book scrutinies and engage in reviews of provision. An example of this is the spring term review of the school's vision and values. As a result, governors are extremely well-informed. They have a very good idea of how the vision is being 'lived out daily' in school. As a result, they support and challenge the work of the school effectively. Governors have secured strong leadership for RE and collective worship. Both make significant contributions to achieving the vision and to pupils' spiritual, social and personal development. Pupils are excited by their work in RE. The balanced curriculum ensures that they acquire key skills and make good progress. They have a good understanding of Christian concepts. Pupils share ideas openly. In doing so they learn to disagree well. However, their understanding of major world faiths is not as well-developed. They have limited opportunities to meet people of other faiths and cultures or visit different places of worship. So, although RE creates a safe space for the exchange of ideas, pupils' understanding of diversity and difference is not strong. Governors monitor RE and collective worship robustly, contributing to ongoing self-evaluation and helping to identify ways to improve. Issues from the previous denominational inspection have been fully addressed and the impact of changes continue to be evaluated. Professional development and training for staff and governors is supported by partnerships with the diocese and local school networks. All staff access local and nationally accredited training. For example, senior leaders have undertaken the Christian leadership course, the impact of which is clearly seen in the school's enhanced distinctiveness and vision.

Collective worship is an integral and valued part of the daily life of the school. Pupils enjoy their worship experiences because they feel fully included. Worship engages pupils and inspires them to think about and apply key values. Pupils talk confidently about parables such as the Prodigal Son. They make effective links between the stories Jesus told, their own lives and modern life. So, Year 5 and 6 pupils related the Good Samaritan to the plight of immigrants from war zones today. Worship planning is thorough so staff confidence in leading worship continues to blossom. The support of the church in helping to plan and deliver worship is powerful. Clergy support termly planning and lead worship in school and church regularly. Spirituality days and projects such as Diary of a Disciple, led by clergy and foundation governors, make a substantial contribution to pupils' spiritual growth, prayer life and

the school's distinctiveness. Prayer and reflection are key features of daily worship. Pupils write and use prayers and they know traditional prayers. They are familiar with aspects of traditional Anglican practice, such as the use of opening greetings. Pupils are aware of the fact that Christians across the world worship in different ways. Pupils participate willingly during worship. The recently established worship group is now taking responsibility for some aspects of worship. Special festival services, such as this week's Harvest worship in church, are led by class groups. However, pupils do not yet have frequent opportunities to plan and lead worship in different settings. The impact of daily worship is evaluated rigorously by pupils, staff and governors. As a result, worship continues to evolve and influence the attitudes and behaviour of pupils and adults.

The school is well-placed to move confidently into the future because the Christian vision, which is driving change, is helping to transform pupils' lives and prepare them for future challenges.

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