



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Heysham St Peter’s Church of England Voluntary Aided Primary School

Address School Road, Heysham, LA3 2RF

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

Overall grade

Excellent

The impact of collective worship

Excellent

The effectiveness of religious education (RE)

Excellent

School’s vision

Our vision is to see our children go out into the world with the skills and confidence to succeed and the love, compassion and advocacy to make a positive impact on the world around them. As Jesus said: ‘I have come in order that you might have life – life in all its’ fullness’

Key findings

- The deeply rooted, theologically based, Christian vision, specific to the school context drives decisions, actions, provision and curriculum. It is lived by all.
- The innovative, bold curriculum is transformative. A thread of diversity runs through the curriculum.
- There is a loving culture where difference and individual needs are celebrated and cared for in order that all enjoy fullness of life.
- Collective worship is core to the life of the school and is highly valued as transformative by all including leaders, staff, parents and pupils.
- Religious education (RE) teaching and learning provides opportunities for innovation, creativity, challenge gives pupils the ability to consider their personal response to complex religious issues and concepts .

Areas for development

- In RE, to plan consistently across the whole school opportunities for the more able pupils so that they can delve more deeply into religious ideas and their own responses.
- To build on the positive steps already undertaken towards pupils being involved, so that they can positively contribute in all stages of planning, delivery and evaluation of collective 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

Widespread application of the school's deeply theological Christian vision results in day to day transformational education. A tradition of comprehensive self-evaluation exists led by highly committed, exemplary leaders. Self-evaluation results in well thought through decisions that have life lasting impact on pupils and their families. An individual approach to supporting pupils and their families during periods of Covid restrictions enriched the already strong relationships across the school community. Ongoing discussions reflecting on who they are as a church school, what they stand for and how this looks in classrooms and beyond are fundamental to the richness of school life.

Close reciprocal relationships exist with a variety of key partners including the Diocese, other local church schools as well as the local food bank. A culture of 'what can we give' demonstrates an outward facing approach to living out the vision. The partnership with the local church results in significant relationships between church and school in support of staff, pupils and families.

A culture of prayer and reflection on the mystery and meaning of life encourages and enables pupils' spiritual development. Pupils use an extensive range of prayers and methods including dabber, five finger and jelly bean prayers facilitated during collective worship as well as class and key stage prayer and worship stations. This has a transformative impact on individual prayer lives. Examples of pupils offering to pray for others, writing prayers at home and expressing a need to pray whilst outdoors are frequent. Such awareness of creation is further developed through trips to the local beach, the Glebe garden and Lakeside residential where they can 'breathe air and be together'. Pupils acknowledge ways in which people of faith are encouraged to thank God for creation and to care for it.

Joining together physically for collective worship is especially important to pupils, parents and staff and was missed during periods of Covid restrictions. Taking place first thing each morning, it is inclusive and fundamental to school life. A comprehensive, invitational programme of collective worship introduces pupils to a broad range of Christian and Anglican traditions. Opportunities for reflection, biblical teaching, prayer and singing all flow from a vision of 'living life to the full.' Children are excited and eager as they anticipate becoming more involved in planning for collective worship.

The creative, holistic, diverse curriculum very effectively supports pupil's learning. A recognition that 'every child has something they can flourish at that shows themselves in the best light,' drives teachers to make learning fun, interactive and innovative. Each is viewed as an individual, accepted for who they are, with differences being celebrated. Staff desire to see all pupils enjoy fullness in every aspect of their life. Individualised, tailored support, equipping pupils with skills to overcome barriers to learning, along with the recognition that 'anyone can be vulnerable within any time,' come from a place of compassion and love for all. Growth Mindset techniques enable pupils to be resilient learners who know 'I can't do it' can be changed to 'I can't do it yet'. Pupils appreciate a worry box where worries can be written, placed in and ripped up when no longer a concern. Clear evidence of the Christian vision, of wanting to see pupils go out into the world with 'skills and confidence to succeed,' is demonstrated by praise, rewards and certificates being shared and celebrated as evidence of pupils' academic, personal, spiritual or physical achievements in and out of school. Within this deeply loving culture pupils know they are valued and loved for who they are. All members of the school community 'like to see when somebody has done well.'

A focus on Christian hope during dark times as staff and pupils share their lives with each other characterises the strong connectedness all feel. All are aware 'prayer is always an option.' Staff 'go out of their way' to support pupils and their families. Leaders and staff are in tune with pupil and family needs, responding quickly in practical ways to such needs. Families acknowledge 'there is always somebody to talk to.' Exemplary leadership insists all know they 'are part of the school family.' Relationships at all levels encourage all to act with love and compassion and give of themselves to each other. Pupils comment on the need for 'kindness with words and kindness with your hands.' This impacts positively as pupils put into practice outside of school.

Pupils recognise when they ‘have been making good choices.’ A focus on restorative justice provides the opportunity to say sorry, to forgive and to ‘wipe the slate clean.’ Pupils are enabled to express their opinions in such forums as the pupil parliament, as well as class debates and discussions. They are confident that their voice will be heard and acted upon. They know they are agents of change and can challenge whilst being able to disagree well. This demonstrates widespread respect for all.

The use of Picture News in class worship enables pupils to reflect upon and make personal responses to national and global issues. A recent focus on bravery was linked to the school's Christian vision through noting the importance of making a positive impact on the world as well as to the Christian value of courage as pupils considered the actions of world leaders. Pupils demonstrate compassion and deep thinking about such considerations. Work focused on the local slave trade, including a visit to Lancaster Maritime Museum and slave trade tour, had a profound impact on pupils involved. They passionately express their view that ‘racism is a bad thing’.

An extensive range of support for staff and pupils’ mental health and well-being is available. A well-established welfare team work closely with staff so that staff are supported in their roles. Flourishing of adults is viewed as important as that of pupils. Support is individual and comprehensive, ranging from care packages to one to one focused-sessions where ‘open and sensitive discussions’ within a safe space take place. Pupils and staff know they are loved and cared for. A buddy matching initiative between Year 6 and Reception children involving reading books, enjoying lunch and spending time together enriches the lives of all involved, reinforcing the close family feel of the school community.

RE is extremely well led. Leaders ensure support for teachers’ subject knowledge is ongoing within a supportive culture of collaboration and learning from each other. A passion for the subject results in a broad, exciting curriculum. Innovative, interesting lessons which bring the subject alive enthuse and engage pupils in their learning as they grapple with religious and theological ideas. Pupils are keen to discuss and talk about their learning expressing lessons or topics they particularly enjoyed and why. The well thought through curriculum ensures all statutory requirements are met. A wide range of cultural resources from various Christian traditions support children’s awareness of Christianity as a global faith. Teaching and learning is enriched by the use of resources which reflect diversity of Christian belief and believers. There is an openness to respect other’s views. Pupils are able to make connections between religions and worldviews. Awe and wonder is seen as they reflect on a passage from the Bible noting it was also part of the Torah. Teaching is enhanced by visits to places of worship of various faiths. Pupils’ particularly enjoy such experiences and are able to demonstrate their learning and understanding through enthusiastic discussion. They value teachers’ feedback on their work as it helps them to know how well they are doing, as well as how they can further improve.



The effectiveness of RE is Excellent

Pupils progress very well in RE, at least in line with other core subjects. Leaders regularly monitor pupils' work, ensuring individual progress is recorded and any gaps in learning identified and shared with teachers. Such gaps in pupils’ knowledge are addressed ensuring excellent progress continues. Highly effective teaching and learning impacts on the excellent work in pupils' individual books and class RE scrap books. There is evidence of consistently deep discussions and theological thinking.

Contextual information about the school

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| Date of inspection | 16 March 2022 | URN | 119537 |
| Date of previous inspection | 30 April 2015 | | |
| School status | Voluntary aided primary school | NOR | 246 |
| Name of MAT/Federation | N/A | | |
| Diocese | Blackburn | | |
| Headteacher | Nicola Gomersall | | |

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| Pupil profile | The proportion of pupils who are considered to be disadvantaged is below national averages. | | |
| | The proportion of pupils who have special educational needs and/or disabilities is below national averages. | | |
| Inspector's name | Deborah Smith | No. | 982 |