



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Adlington St Paul’s Church of England Primary School

Address Railway Road, Adlington, Chorley, Lancashire. PR69QZ

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 **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School’s vision

‘Whatever you do, work at it with all your heart.’ (Colossians 3:23)

Christian values are the heartbeat of our school, seeking to be respectful, responsible and empowering global citizens. Rejoicing in Jesus’ love and compassion for all, we pursue excellence as we celebrate everyone’s uniqueness through a broad, rich and balanced curriculum.

Key findings

- The Learning Together Trust, through its vision and leadership, has made a significant impact upon raising standards at St Paul’s. It secures Christian leadership that promotes love, trust and hope.
- Modelled by the inspiring Christian leadership of the headteacher and deputy, all school relationships are caring, forgiving and life-giving. Everyone genuinely feels themselves as a loved child of God.
- The school has been exemplary throughout the COVID pandemic emergency in demonstrating Jesus’ love and compassion in action. Its support of pupils, their families, staff and wider community brings hope. The pandemic has limited opportunities to develop wider community links to promote religious education and courageous advocacy.
- The school has been on a rapid journey of improvement; aspirations are now high. Achievement is rising due to the relentless promotion of the vision by staff and pupils so in whatever they do, they work at it with all their heart.
- Collective worship and RE make an important contribution to spiritual growth and a respect for diversity. The school does not have a coherent planned approach to pupils’ spiritual development and its monitoring.

Areas for development

- Establish a planned, creative and coherent approach to all aspects of pupils’ spiritual development. This is in order that the school’s work on spiritual development is clearly understood by staff, parents, governors and children.
- Extend the robustness of Church school monitoring and evaluation by leaders at all levels of the Learning Together Trust and school. Sharpen the focus of monitoring clearly referring to the SIAMS Evaluation Schedule to enable an holistic and coherent approach to Church school improvement.
- Expand and widely promote pupils’ innovative and creative experiences of multicultural, multi-faith RE, courageous advocacy and global and local partnerships. This is so that pupils understand their place within a multicultural, interconnected world and that with others they can make a difference.

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

Through expert support from central team members, the Learning Together Trust has a hugely positive impact upon raising standards and aspirations at St Paul's. Its core Christian values of trust, love and hope shape this support. As a result, standards are rising. The Trust's vision is clearly applied at St Paul's, where staff and pupils genuinely believe, 'with God all things are possible.'

The Trust and school value the close relationship with Blackburn and Liverpool dioceses, helping them ground decision-making in best Church school practice. The Trust invests in developing staff talent and leadership. The receivers of this professional care become givers to others, securing succession planning. Effective strategies to support staff mental health have created a happy staff. As a result, they support necessary changes within the school and focus on continuous improvement.

Monitoring and self-evaluation by leaders and governors at all levels are insightful involving different groups of people. Whilst effective overall, there is a lack of coherence in leaders' reference to the SIAMS Evaluation Schedule for the purposes of self-evaluation. This inhibits a focus on current thinking in Church school education.

The appointment of the school's inspirational headteacher and deputy has been instrumental in translating the Trust's vision into a locally nuanced Christian vision for St Paul's. Their Christian leadership of love and aspiration enthuses all to persevere with all their heart and pursue their potential. They ensure that everyone truly feels they are a loved child of God and fully included in the life of the school. Consequently, relationships at all levels are positive, respectful and beneficial. Leaders prioritise pupil and staff wellbeing, ensuring pastoral care is consistently good. This is shown, for example, in the way everyone enfolds school members with compassion in periods of grief, both for people and pets.

The school's vision results in pupils' behaviour that is good because everyone is treated as unique with individual needs. The prominence of the school's Christian values develops an understanding of right and wrong, giving pupils a moral compass by which to make decisions. In this way the school vision permeates throughout the school to create an atmosphere conducive to learning. Furthermore, this is a school where fresh starts and forgiveness are possible. Pupils with specific behavioural needs are nurtured so they flourish through targeted support.

Leaders work tirelessly to ensure the rich revised curriculum reflects the vision of the school. Through focussed opportunities pupils develop as resilient learners. All pupils, including the most vulnerable and those with very specific learning needs, feel engaged in their learning. As a result, the curriculum meets most of the academic needs of the pupils. However, the school's identification that writing standards lag other curriculum areas means that the curriculum is not fully enabling some pupils to communicate well.

Through the broad curriculum and collective worship, pupils develop a strong sense of compassion for others and a responsibility towards advocating for the voiceless. Increasingly they extend charitable concerns by becoming warriors for change as empowered global citizens. This finds expression in eco work, anti-bullying work and considering worldwide persecuted Christians (prisoner 42), for example. Due to COVID restrictions opportunities to develop creative links locally to extend courageous advocacy have been curtailed.

In a largely White British context, the school's active work in exploring diversity, such as studying artists like Kenjuak Ashevah, helps pupils value varied cultures. These opportunities raise aspirations too. Pupils increasingly appreciate that everyone can make a difference, for example, as artists and scientists. The school effectively models respect and equality in relation to issues of gender and sexuality, promoting the integrity of all. COVID has restricted active engagement with multicultural, multi-faith experiences beyond school. However, the school's passion for celebrating diversity makes an important contribution to developing pupils' capacity to live in a diverse world.

RE reflects the Christian vision of the school well, preparing pupils to be global citizens. Provision reflects the Church of England statement of entitlement. Using God's Big Story resource is raising standards including understanding of key religious concepts. It links collective worship with RE, supporting pupils' understanding of the Christian narrative. Christianity is thoroughly taught. However, the same rigour is not as evident in the study of other faith traditions. Due to COVID restrictions, engagement with all faith communities is restricted, limiting creative, experiential learning beyond the school.

Pupils' spiritual development is well planned for and is enriched throughout pupils' years at the school. Pupils thrive because the school makes central the development of the whole child. The cornerstones teaching method and Coram Life materials add significantly to pupils' fascination with learning about themselves, others and the wider world. Opportunities to develop spiritually beyond the curriculum are varied, for example, in singing and sport. Although the school knows its pupils well, there is no strategically planned approach to spiritual development inhibiting monitoring this aspect of pupils' growth.

The attitude of pupils to collective worship is positive because quality worship enhances spiritual development. Collective worship is inclusive and invitational. Both pupils and adults speak enthusiastically about how worship influences their lives in and out of school. Visits from inspirational speakers, such as Paralympian Olivia Broome and Bishop North, inspire all towards reaching their potential. Worship at St Paul's Church and, until recently, visits by the former parish priest ground worship within the Anglican tradition. This strengthens the school's understanding of itself as an Anglican Church school. Notwithstanding the clergy vacancy, the school and church wardens have ensured opportunities to engage with church. This highlights the importance both place on this mutually beneficial relationship. Periodic outdoor worship extends an appreciation of God as creator and the imprint of the divine upon nature. Reflection areas, including in the staffroom, extend spirituality through opportunities for mindfulness, peace and prayer. Pupils greatly value opportunities for prayer, regarding it as a special time to talk with God. Prayer aids their own spiritual journeys and wellbeing. Whilst encountering a variety of positive worship experiences, and leading worship themselves, pupils' understanding of the components that comprise an act of worship is under-developed.

The school is exemplary in responding to the COVID pandemic. Through many means, including prioritising lockdown online worship and RE, the school brings stability to pupils and families, lifting spirits. During lockdowns, staff are exceedingly diligent in respect of the vulnerable. They work closely with the church meeting practical needs such as food and clothing. With Christ firmly at the centre, this school serves as a community beacon of hope. Whilst retaining some previous strengths as a church school, St Paul's has undertaken a brave journey of transformation. It openly rejoices in the love of Jesus. It builds positive collaborations of respect and trust to ensure each individual pupil and staff member flourishes and shines.



The effectiveness of RE is Good

The interim RE leader passionately ensures RE is high profile with an interesting curriculum so pupils consider RE of great importance. Ongoing training results in staff delivering effective RE lessons that challenge pupils' thinking. Pupils enjoy RE attributing this to engaging lessons where they explore big ideas and mystery with respect and openness. The emergent use of assessment ladders is informing teaching, challenging pupils further. Consequently, all groups of pupils make good progress in RE.

Contextual information about the school

Date of inspection	18 November 2021	URN	146755
Date of previous inspection	23 October 2014		
School status	Primary academy (voluntary aided)	NOR	177
Name of MAT	The Learning Together Trust		
Diocese	Blackburn		
Headteacher	Julia Burger		
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 in line with national averages.		
Additional significant information	The school became a member of The Learning Together Trust in January 2019 as part of the improvement plan following the OFSTED inspection of 2017.		
Inspector's name	The Revd Dr Jason Phillips	No.	598

