



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lordsgate Township Church of England Voluntary Aided Primary School

Address Lordsgate Drive, Burscough, Ormskirk, L40 7RS

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

Lordsgate opens a journey to God's love and learning.
You make known to me the path of life (Psalm16:11)

Key findings

- The school's exceptionally strong Christian vision for opening a journey to God's love and learning is transformational in the lives of pupils and adults. Leaders have a deep understanding of the needs of the school community and active compassion for God's world. Consequently, the school enables all to flourish and grow together in love in a deeply spiritual environment.
- Relationships are excellent and founded in the spontaneous sharing of the school's Christian vision and values. As a result, all are made to feel welcome and included.
- The school's exceptional commitment to supporting mental health and wellbeing for pupils, staff and families is underpinned by a deep concern for every individual. Leaders have prioritised the development of staff as expert practitioners in mental health in order to build resilience.
- Inspirational collective worship is at the heart of daily life. It is invitational and highly inclusive. It provided hope and strength for the school family during periods of lockdown. However, there are few opportunities for pupils to experience greater diversity of liturgical traditions in Anglican worship.
- Religious education (RE) is taught with commitment and enthusiasm, enabling pupils to experience lively and searching learning. The school's strong practice in supporting excellent teaching and learning enriches RE provision. It ensures that learning for all pupils, including the most vulnerable, is tailored to their individual needs.

Areas for development

- Extend pupils' experience of different styles of worship to enable them to understand the variety of ways Christians live out their faith and strengthen further inclusive relationships.
- Explore ways in which the school's excellent practice in living out its vision and values around matters of diversity can be shared with other Church schools.

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

Lordsgate is exceptional in the way it lives out its deeply Christian vision and values. All members of the school community understand and articulate the importance of being on the journey of God's love and learning. They understand the embedded theology and transfer this to all actions across the life of the school. Senior leaders are secure in their knowledge of current thinking in Church school education, enabling Lordsgate to develop and thrive in its Christian service. All staff and governors take the opportunities offered to develop and deepen their professional and leadership skills. In these ways, the school actively enables its staff to flourish and excel in their work. The school has extremely dynamic partnerships with the Diocese, parish church, local schools and outside agencies. These ensure that the Christian vision, school improvement strategies and provision for the specific needs of all pupils are transformational. All aspects of monitoring and evaluation are rigorous and as a result, governors offer highly informed challenge and support.

The school's Christian vision underpins the bold and innovative curriculum and wealth of extended learning opportunities. An ethical understanding of Christian education ensures that the specific needs of all pupils are met. The curriculum is dynamic, balanced and incorporates a deep spirituality. It includes a commitment to broadening experience and raising aspirations. All pupils are encouraged to do their very best as they make their journey to God's love and learning. They routinely challenge themselves to overcome difficulties and are supported by knowledgeable and skilled adults. Recent developments in provision around diversity have opened a wealth of global knowledge and understanding. Pupils are excited about this aspect of their learning as they begin to explore different cultures and ways of life. A natural development has been a relentless compassion for and understanding of the needs of others and the natural world. A long-standing link with a school and its community in Uganda encourages a worldwide view. As a result, pupils initiate and engage in acts of unprompted generosity locally and globally. They have opportunities to ask big questions, express opinions and share ideas. They do this with confidence and thoughtfulness and a deep love for others. Consequently, pupils are equipped to be active agents of change within a deeply loving culture. Pupils have many opportunities to grow through leadership roles. The school council, God's council and curriculum ambassadors are actively involved in decision-making. This means that pupil voice is highly effective and contributes to school development strategies. The school constantly seeks innovative ways to involve pupils and they respond with confidence and a sense of responsibility.

The school's holistic approach to child development and learning springs from a desire to support pupils to become independent and confident learners. Pupils are encouraged to believe in themselves and strive to achieve as they journey along the path of life. Staff know and understand their pupils extremely well and this encourages perseverance and resilience, supported through love. Understanding and support are ever present in this deeply caring Christian environment. The wide range of intervention strategies, mentoring, nurture provision and Forest School inspires pupils in their learning and determination to live life to the full. Christian love and understanding underpin excellent support for the most vulnerable pupils and their families. A rigorous and unwavering approach to attendance encourages all pupils to value their time in school. These strategies clearly demonstrate the school's deeply-rooted culture of service and love to its community.

Excellent relationships throughout the school are at the heart of policies and practice. Peace and resilience are made real for the whole community. Pupils' behaviour is excellent. They are able to explain that the core Christian values of friendship, respect, peace, forgiveness, trust and faith support the life of their school. The school's unerring focus on equality and valuing difference means that everyone is treated with dignity and respect. The school's mental health strategy extends to all members of the community. Consequently, individuals value the support, care and encouragement they experience as they watch over one another in God's love.

Collective worship is a powerful stimulus for the school's daily life and is rooted in the Christian vision and values. Planning is exceptionally strong and biblically based. It is unique in that it does not rely on commercially produced schemes. The liturgical calendar is followed and there are imaginative connections with areas of the curriculum. Pupils explain their understanding of God as Father, Son and Holy Spirit in age-appropriate terms. They participate enthusiastically whilst maintaining a sense of reverence. The rich and deep prayer life is all embracing and transformational. Prayer stations in classrooms, corridors and outdoor reflection areas provide opportunities to write prayers and reflect in different ways. The introduction of pop-up prayer spaces is greatly valued. The deeply prayerful nature of the school community encourages pupils to spend time being still and open to God's love. As a result, pupils' and adults' prayer life is fed and nurtured. The parish church plays a significant role in supporting weekly worship, including during the lockdown periods. All members of the school community are involved in evaluation activities and these inform future developments. Pupils are involved in planning and leading worship and this has a positive influence on spiritual development. As a result, collective worship inspires everyone.

RE is clearly a central element in the curriculum. The highly committed and knowledgeable subject leader ensures that RE is carefully monitored and that staff have access to inspirational professional development. The use of the Diocesan syllabus and 'Understanding Christianity' materials ensures that pupils have rich learning experiences rooted in a clear theology and philosophy. These develop excellent knowledge and understanding of Christianity and other world faiths. Lessons are vibrant and inclusive. Through varied and differentiated activities, the school enables all pupils, including the most vulnerable, to flourish and deepen their understanding. Pupils engage with sacred texts and challenging questions. As a result, they are encouraged to have the confidence to critically explore and articulate complex themes.

The theologically based Christian vision and values are deeply embedded in this compassionate and inclusive school. A rich spirituality is threaded through every aspect of the school's work as it serves its community in love.



The effectiveness of RE is Excellent

Highly effective teaching challenges, inspires and empowers pupils' exploration of religious belief and practice. High expectations lead to impressive knowledge of the Bible and world faiths. Pupils progress extremely well and develop the confidence to use age-appropriate theological language in discussion and written activities.

Contextual information about the school

Date of inspection	22 March 2022	URN	119481
Date of previous inspection	9 July 2015		
School status	Voluntary aided primary school	NOR	188
Name of MAT/Federation	n/a		
Diocese	Liverpool		
Headteacher	Chris Hackett		
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.		
Additional significant information (if needed)	The vast majority of pupils are of White British heritage.		
Inspector's name	Jean Forward	No.	625