

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Saint Michael & All Angels CofE VA Primary School, Foulridge

Address Skipton Road, Foulridge, Colne, United Kingdom, BB8 7NN

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

We value the worth and potential of each person, enabling all to flourish and shine as lights in the world. The whole school community will know the love of Christ. A high quality, broad and balanced curriculum will ensure none walk in darkness. John 8:12

Key findings

- Leaders, including governors, are wholeheartedly committed to living out the school's Christian vision in every decision and action they take. Church school partnerships, which have previously been limited, are being renewed following changes to the governing body.
- A vision-driven commitment to ensure 'none walk in darkness' underpins an inclusive curriculum which promotes character development. Purposeful and carefully designed staff training and development makes a significant contribution to the flourishing of both pupils and adults.
- The vision drives the school's commitment to wellbeing for all. Strong provision for emotional and mental health enables pupils and adults to feel valued and 'shine as lights in the world'.
- Engaging and reflective collective worship makes a meaningful contribution to pupils' spiritual development. The pupil worship team enjoy some opportunities to deliver and evaluate worship. However, opportunities for pupils to be involved in the leadership of worship are limited.
- Religious education (RE) contributes significantly to pupils' character development. Age appropriate, high level RE skills are demonstrated in the study of Christianity. Pupils enjoy learning about a range of world religions, but this is an area for further development.

Areas for development

- Build upon mutually beneficial partnerships, including with the local Church, in order to further develop strategic Church school leadership.
- Extend pupils' involvement in leading collective worship and prayer in order to further develop the spiritual life of the school.

- Develop the quality of teaching of world faiths in RE. This is to help pupils deepen their knowledge and understanding of a range of religions.

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 distinctive Christian vision is shared and encapsulated by governors and leaders. Deeply rooted in the school's context and biblical teaching, the vision is the source from which leaders draw their motivation. The tenacious and passionate headteacher embodies this inclusive vision. Every action which the school takes stems from a desire to see the vision fulfilled for every child and adult. Governors are knowledgeable about the school and fully support the outworking of the vision.

Partnerships are important to the school. There is a strong and beneficial partnership with the Diocese. Effective engagement with diocesan cluster meetings has led to meaningful changes in collective worship and RE. The Christian leadership course, attended by the headteacher, has furthered the school's thinking around character development. Following changes to school leadership and the governing body, the headteacher is renewing the partnership with the Church. As a result, stakeholders are thrilled by new opportunities to strengthen relationships and to gather to worship in church once again. After visiting church for an Easter service, a pupil commented, 'It feels really nice to be in the house of God. You feel really connected to God, Jesus, and the Holy Spirit.' Further refreshing and strengthening partnerships which are important to the school as a Church school is an area for development.

Engaging and reflective collective worship is highly valued by pupils and adults and is a pivotal part of the school day. Whether in person, or over zoom during difficult times, inspirational worship offers an opportunity to think deeply and respond personally. Music, story and visitors enable pupils to develop an appreciation of worldwide Anglican worship. All pupils have an opportunity within worship to develop a meaningful understanding of Christian ideas about 'the love of Christ'. Pupils articulate this through the way in which they connect Christian values to biblical teaching and their own lives. Leaders regularly seek the views of pupils on the impact of collective worship. This feedback informs the planning of worship and character development across the curriculum. The pupil worship team value opportunities to evaluate and deliver aspects of collective worship. This team is beginning to enrich the spiritual life of the school. A recent example is in leading an Easter workshop for groups of Reception pupils. However, opportunities for pupils to plan collective worship and lead prayer activities are not yet fully embedded.

The vision underpins the teaching of RE. Pupils demonstrate an impressive understanding of the core beliefs and practices of Christianity. They develop skills of enquiry, analysis and interpretation which enable them to engage with biblical texts. As a result of staff training, the teaching of RE builds on prior learning and assessment tools are used appropriately. Creative, engaging and inclusive RE lessons offer opportunities for pupils to reflect on their own beliefs and values. Pupils appreciate the opportunity to study a range of religions and worldviews. As a result, they develop a respect for diversity. However, pupils' depth of understanding of world religions is less well-developed. Consequently, the teaching and learning of world faiths is an area for development.

Valuable opportunities to explore character development lead to a flourishing school community where pupils aspire to 'shine their light'. Christian values are successfully woven through worship, RE, personal, social, health and economic education (PSHE education) and the wider curriculum. Training for all staff on high expectations leads to a consistent, vision-driven approach to supporting pupil conduct. The value of forgiveness is foundational in the behaviour policy. Pupils have weekly opportunities to reflect meaningfully on their actions and attitudes. As a result, pupils use a shared language to articulate their understanding of what it means to be a loving community. Project Touchline, a sports and Christian values programme, has made a considerable impact on character development. Consequently, pupils explain the way in which Christian values make an impact on their behaviour and choose to 'shine their light' through their actions.

The vision that 'none walk in darkness' underpins an inclusive curriculum which is designed to enable all pupils to reach their potential. Effective tracking, monitoring, and screening ensure that barriers to flourishing are identified early. Interventions, training, and teaching strategies are used effectively to scaffold pupil learning. As a result, pupils, including those who are vulnerable and those with special educational needs and/or disabilities (SEND), are thriving. Staff professional development opportunities are often bespoke and meet the needs of individual staff and pupils. Consequently, staff feel well-supported and see the impact of the vision in their work. Opportunities to learn about other cultures, appreciate diversity and ask big questions about global issues are interwoven throughout the curriculum. Pupils are beginning to ask questions about injustice. Writing to elderly people within the locality during Covid made a significant impact on community wellbeing. A pupil-led Ukraine day resulted in raising awareness and funds to support those affected by war. Consequently, pupils recognise that their actions can make a difference to others both locally and globally.

The vision for 'valuing the worth and potential of each person' is evident from leaders' transformative actions during the pandemic. During this difficult time, pupils and their families were able to access appropriate learning and emotional support. Consequently, pupils and their parents have a strong sense that adults within the school genuinely care for them. Development of the PHSE education curriculum and careful thought around transitions between home and school learning support pupil wellbeing. The creation of a full-time pastoral role enabled the school to develop strong provision for mental and emotional health. Early identification of pupils and adults who benefit from this help leads to timely support. Regularly monitored nurturing interventions are swiftly put in place, resulting in targeted help and pupil flourishing.

The vision drives a wealth of support mechanisms to ensure that adults are able to thrive. Supervision, wellbeing days and opportunities to nominate a colleague for 'shining their light' all contribute to staff morale. Staff and parents speak highly of the approachable and attentive headteacher and deputy headteacher. They are appreciative of leaders' encouragement and of the supportive ethos of the school. As a result, staff and parents recognise the power of the vision at work in their lives and in the lives of the pupils.

As a result of the Christian vision this school is a bright and loving community. Here everyone is valued and every opportunity is taken to enable each person to flourish.



The effectiveness of RE is

Good

The quality of teaching and learning in RE is good overall. RE is creative, engaging and captures children's interest. A sequenced and progressive curriculum ensures that pupils gain a thorough and thoughtful understanding of Christianity. Pupils enjoy learning about a range of religions. However, opportunities to gain a deep understanding of world faiths are less developed. Consequently, progress in this area is limited. However, pupils demonstrate strong progress when learning about Christianity.

Contextual information about the school

Date of inspection	14 June 2022	URN	119434
Date of previous inspection	11 June 2015		
School status	VA	NOR	198
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	Blackburn		
Headteacher	Sara Richardson		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	In Line with National Average		

Additional significant information (if needed)	Since the last inspection, there have been significant changes to the leadership and staffing of the school. The new headteacher took up her post in 2019, shortly before the onset of the COVID-19 pandemic.		
Inspector's name	Alison Rice	No.	2103