

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

## Medlar with Wesham Church of England Primary School

**Address** Garstang Road North, Wesham, Kirkham, United Kingdom, PR4 3DE

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 are a loving, caring, distinctively Christian family, providing an excellent education in a safe, happy environment, where every individual is valued as a child of God.  
Colossians 3:17 Motto: More than I am

### Key findings

- Church school distinctiveness and leaders' commitment to developing this are strong. The exceptional partnership between Church and school has a significant impact on the flourishing of pupils and adults.
- The vision to be a loving, caring, distinctively Christian family drives leaders to ensure that intentional and positive relationships are at the heart of school life.
- The vision to value every individual as a child of God ensures that vulnerable pupils are given every opportunity to flourish. Support mechanisms to aid mental health, wellbeing and attendance result in some pupils accessing learning opportunities more effectively. The wider curriculum is in the initial stages of implementation. Fine-tuning planned opportunities to enhance spirituality and courageous advocacy across the curriculum is an area for further development.
- Vibrant and engaging collective worship is often pupil led and centres on bringing gospel values to life through Scripture. Opportunities for worship, prayer and reflection through the school day contribute to pupils' spiritual development. However, a shared understanding of spirituality is lacking which limits the impact of these opportunities.
- Enriching and creative religious education (RE) lessons engage pupils and make a strong contribution to pupil's character development and understanding of courageous advocacy. However, pupils are unable to identify what they need to do next in order to improve in RE.

### Areas for development

- Leaders, including governors, to continue the process of shaping and monitoring the school's vision-driven curriculum so that every opportunity for flourishing is maximised.

- Develop a shared understanding of spirituality so pupils and adults are equipped to engage with and express their own spiritual flourishing.
- Ensure pupils know what they need to do in order to improve in RE. This is so pupils take ownership of their own learning and secure further progress.

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 shapes its identity as a vibrant and caring Church school. The appointment of a new headteacher and senior leadership team enhances the outworking of the vision and is leading to flourishing for all. Partnerships with clergy and Church members are deeply valued and enrich school life. Governors are dedicated to their work and make bold decisions to ensure the flourishing of pupils and adults. A Christian distinctiveness group actively ensures that strategic priorities to develop as a Church school are embedded and effectively monitored. Governors have strategic ownership of a bespoke, recently implemented curriculum. Their new monitoring model gives governors greater insight into vision-driven curriculum impact. Continuing to fine-tune the monitoring of the vision in this way is an area for development. Leaders, including governors, express how the school's vision has developed over time and confidently articulate its theological basis. The school starfish story, scripture, motto, and Gospel values all weave together, rooted at the heart of the vision. Leaders are deeply committed to valuing every individual as a child of God. They strive to help each person to flourish and be 'more than I am'.

The vision to be a loving, caring, distinctively Christian community ensures leaders give vital priority to relationships with the Church. These links are cherished by many and result in excellent practice. Experienced and dedicated foundation governors demonstrate high levels of commitment which free clergy from governance responsibility. As a result, clergy are released to make substantial contributions to enriching the RE curriculum, enhancing collective worship, and supporting adults pastorally. This has a significant impact on pupil, parent, and staff wellbeing and flourishing.

Collective worship stems from the vision and is treasured by many within the school community. The teachings of Jesus permeate worship. Pupil leaders play a vital role in ensuring pupils access Bible stories through relevant and creative activities. Singing, prayers and thoughtful questions invite individuals to reflect spiritually. Consequently, pupils, staff and parents enjoy worship and hold it in high regard. Opportunities to explore spirituality arise in worship, in some curriculum areas and in the use of reflection spaces around school. Development of spirituality across the wider curriculum is emerging. Pupils and staff do not have a shared understanding of spirituality, and this limits the potential of these opportunities. The vision underpins relationships at all levels of school life enabling the community to live well together. Personal, social, health and economic education (PSHE education), collective worship and Gospel values themes are purposefully weaved together. This maximises opportunities for pupils to gain a deep understanding of each value. Many pupils have an impressive recall of Scripture which demonstrates the Gospel values in action. As a result, pupils display Gospel values in school and at home. Regular opportunities to nominate pupils and adults as Gospel value heroes, lead to high-level engagement with character development. Lunchtimes are identified by leaders as key times to invest in modelling positive relationships. Staff participate in planned supervision and intentionally support play. As a result, break times are engaging and calm. This embodies the vision and leads to successful transitions into class learning. The implementation of the new behaviour policy supports restorative conversations and equips pupils to disagree well. As a result, pupils have a strong ambition to ensure everyone is treated equally and knows they are heard and valued. Teaching on self-regulation and the introduction of regulation stations support pupils' spiritual understanding of self. Consequently, pupils are developing respect for one another and for themselves.

The desire to see every individual flourish as a child of God, results in tailored support for individuals. Leaders demonstrate a high-level commitment to supporting vulnerable pupils. This results in the use of a wealth of support mechanisms and partnerships with outside agencies which leads pupils to thrive. Actions taken to support families are, in some cases, transformative.

RE is given a high profile within the school and is valued by pupils and parents. Teachers create a safe space for pupils to ask big questions and consider their own views about religious concepts. As a result, pupils are confident to articulate their own ideas and beliefs. Pupils explore a diverse range of faiths and express a sense of respect for people who are different to themselves. The study of Christianity, enriched by Church links and the use of 'Understanding Christianity', is meaningful. Pupils explore concepts of

theology and demonstrate a thoughtful understanding of Christianity. The school's partnership with Blackburn Diocese is strong. Staff engage well with RE training and support which makes a strong contribution to the effectiveness of teaching and learning. As a result of well led RE, the curriculum reflects up-to-date Church of England thinking. This contributes well to pupil flourishing.

RE lessons build upon the work of the eco council to ensure that pupils develop an understanding of courageous advocacy. Pupils understand advocacy as 'standing up for what is right'. Some pupils identify courageous advocates from the past and find inspiration in their stories. As a result, pupils are keen to make a difference to the lives of others. Pupils have developed a strong understanding of the exploitation of the natural world. In response, some pupils desire to be good stewards of the earth. Consequently, pupils have begun to take their own actions to increase recycling and contribute towards biodiverse conservation. Deepening coverage and growing understanding of courageous advocacy across the whole curriculum is an area for development.

The vision to value every individual is evident in relationships with staff as well as pupils. The headteacher ensures that within the staff body, every individual is valued equally, whatever their role. Staff training supports the inclusive vision, and everyone has access to up-to-date professional development. A number of staff have been encouraged and given support to further their professional qualifications. Leaders take care to consider staff wellbeing and mechanisms are in place to support this. Consequently, staff feel appreciated, and take pride in being a team who value each child, and never give up.



### The effectiveness of RE is

**Good**

The quality of teaching and learning in RE is good. As a result of engaging and reflective RE lessons, pupils are enthusiastic and respectful learners. Visitors to school and visits to places of worship support pupils' understanding of a range of religions. Pupils' engagement with Scripture results in a thoughtful and insightful understanding of some Christian theological concepts. Monitoring and moderation of RE books ensures that assessments are accurate, and pupils make good progress. However, pupils need more support to know how to improve in RE in order to accelerate their learning further.

### Contextual information about the school

Date of inspection	27 September 2022	URN	119553
Date of previous inspection	18 June 2015		
School status	VA	NOR	178
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	Blackburn		
Headteacher	Gareth Allen		
Proportion of pupils deemed to be disadvantaged	Above National Average		
Proportion of pupils with special educational needs and/or disabilities	In Line with National Average		
Additional significant information (if needed)			
Inspector's name	Alison Rice	No.	2103