

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Warton Archbishop Hutton's VC Primary School | |
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| Address | Back Lane, Warton, LA5 9QU |
| 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 |

| School's vision |
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| <p>'A tree is known by its fruit' - Matthew 12:33</p> <p>We develop and nurture the growth of positive and inspired young people. Hard work and strong values bear fruit in our successes now and in the future.</p> |
| Key findings |
| <ul style="list-style-type: none"> • There is a profound impact of the Christian vision and values. Leaders ensure that each individual is known, loved and thrives so the tree produces a fine crop. Systems to capture the impact of the vision are currently informal. • Character development is outstanding as a result of the excellent curriculum. Learning is meaningful, challenging and broadens pupils' horizons. Staff are less confident to discuss their understanding of spiritual development within the curriculum. • Nourishing relationships, built on genuine love, between families, school staff and the local community demonstrate the impact of a vision that has nurture at its core. • Collective worship unites the school and powerfully expresses the Christian vision of strong values. The local worshipping community provides highly valued support. • Pupils benefit from a broad curriculum in religious education (RE). Evidence shows that learning about aspects of Buddhism, Islam and Hinduism is deeper than aspects of Christianity. |
| Areas for development |
| <ul style="list-style-type: none"> • Leaders, including governors, to establish formal systems to monitor and capture the impact of the vision so that their work informs the ongoing development of the school as a Christian learning community. • Explore a definition of what spirituality means at this school so that staff are more confident to plan for spiritual development across the curriculum. • Review the teaching of Christianity within RE to deepen pupils' understanding of key Christian concepts, beliefs and practices. |

Inspection findings

The Christian foundation and vision are key to the success of Archbishop Hutton. It is a very special place at the heart of its rural setting and is, rightly, highly regarded in the local area. Leaders are clear that, 'We are known by who we are', and this is clear in the positive reputation of the school. Consequently, the school is attracting families from further afield. A parent commented, 'If I could design a school, this is as close as you could get to perfect.' Each person is welcomed, cherished and their individual gifts and interests encouraged. What makes the school stand out are the joyful and nourishing relationships across the community. Leaders know the school well and make strategic decisions based on the vision of growth. Actions on recruiting and developing key staff and enabling pre-school provision on site are evidence of the vision in action. Governors provide support and inform the work of the headteacher and his deputy. Despite vacancies for foundation governors on the board, leaders act on their deep commitment to safeguarding the historic Christian heritage of the school. Currently, leaders' monitoring of the vision and Christian-based aspects of the school are informal. This means that development plans are not explicit on the next steps for the school's religious character.

The curriculum is rich and highly creative. Approaches to learning reflect the vision of growth through hard work. As a pupil said, 'We are the good, not mouldy fruit!' The headteacher and staff work effectively to engage pupils and to make learning exciting. Topics are relevant and challenge pupils to think for themselves and apply this in their learning. For example, using calm music to stimulate longer writing tasks. A pupil stated, 'when we think deeply it feels like we are in eternity, and it makes our writing better.' Pupils make meaningful links between subjects, for example learning about Anne Frank and Judaism in their study of World War 2. Staff are themselves inspired by the freedom to be creative and so inspire their classes. Pupils experience an impressive range of visits to place of interest and welcome visitors into school. These enhance the lives of all present. Learning goes beyond the school day with families contributing to lessons and special events so learning continues in shared family life. Former pupils remain in contact with the school and are keen to return for work experience. This reflects the commitment in the vision to provide success now and into the future. Opportunities for spiritual development occur across the curriculum but are limited in their impact. The school has yet to establish a shared definition and understanding of spirituality. Therefore, staff are less confident to articulate how to explicitly plan such opportunities.

Religious education (RE) supports pupils' awareness of their place in our multi-faith world. Leaders are mindful to ensure the subject meets the expectations of RE in schools with a Christian foundation. Pupils study a range of religions and enjoy the subject. Weeks to explore a religion or theme in depth enhance the curriculum and give pupils a creative way to learn. Pupils eagerly anticipate the frequent visits and visitors. These add great richness to their learning and so pupils flourish. They understand how the subject helps 'ripen our fruit'. The RE curriculum currently has less focus on Christianity. Work seen and explored with pupils demonstrates that their learning of key Christian concepts, beliefs and practices is less comprehensive when compared to other religions. Nevertheless, RE makes a valuable contribution to the way pupils learn, grow and flourish.

The school is blessed in the partnerships fostered by the headteacher and staff. The school is a place of security, nurture and positivity. Parents are warmly appreciative of the care for each and every child. Family members and local residents are very much a part of the daily life of the school,

visiting for worship and supporting special events. Such careful tending of each individual extends to the nourishing partnerships within the local area, notably the connection with the Methodist church and local 'Crag' and nature reserve. These and many other organisations support the school and are supported in turn. Pupils are developing their social conscience and take actions to effect positive change in the lives of others. Those on the school council often propose and lead campaigns which effect positive change in the lives of others. The 'harvest' is plentiful and character development is an outstanding feature of the school.

Collective worship unites the school community. It is a tangible expression of the vision of strong values, rooted in Christian teaching. Worship is well-planned to explore the core Christian values, such as compassion and generosity. Building on published resources, worship leaders involve pupils in planning, leading and evaluating acts of worship. As a result, their confidence and leadership skills develop. Pupils enjoy worship as it, 'teaches us life lessons.' The pupil worship team support his daily time together. They lead reflection, prayer and encourage their peers to use the common language of the themes explored. Worship honours a range of Christian traditions, so pupils and adults are familiar with and celebrate events in the Christian calendar. Cherished artefacts enhance the worship experience. Pupils understand the symbolism around the coloured cloths to mark the seasons of the Christian year, cross, candle and Bible. Local clergy provide stalwart support for both worship and religious education. Access to the Anglican parish and Methodist churches adds to pupils' awareness that Christianity itself a diverse faith.

Archbishop Hutton's is a striking example of Christian-based education which lives out a vision that is both life-enhancing and life-lasting.

| Information | | | |
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| School | Warton Archbishop Hutton's VC Primary School | Inspection date | 10 November 2022 |
| URN | 119404 | VC/VA/Academy | Voluntary controlled |
| Diocese/District | Blackburn | Pupils on roll | 101 |
| Headteacher | Stuart Pugh | | |
| Chair of Governors | Mary Jackson | | |
| Inspector | Allyson Taylor | No. | 768 |