

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Golborne St Thomas' Church of England Junior and Infant School	
Address	Church Street, Golborne, Warrington WA3 3TH
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
Our vision is to ensure the children are highly valued by all members of the school community. We aim to inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed and experience life in all its fullness. We nurture children's well-being to ensure healthy mind, body and spirit.
Key findings
<ul style="list-style-type: none"> The deeply rooted Christian vision and values inspire a shared and cultural understanding of the school as a family. The vision is the driving force that enables pupils and adults to flourish in a supportive and loving school community. The Christian vision and values are lived out through strong support for the wellbeing and mental health of all members of the school community. As a result, everyone lives well together and are lovingly cared for. Pupils demonstrate care for each other and understand that in doing so it enables everyone to flourish. They are enthusiastic about the roles and responsibilities they hold in school. However, opportunities to extend this to them becoming courageous advocates for change in society are not yet established. Collective worship unites the school community and reinforces an understanding of the school's Christian values. A variety of worship activities provide opportunities for spiritual exploration and reflection. However, a deeper understanding of spiritual development is not yet planned into the curriculum. A consistent whole school approach to the teaching of religious education (RE) gives pupils a good understanding of Christianity. Pupils study a range of world religions, but this can lack depth, as the new curriculum is not embedded.
Areas for development
<ul style="list-style-type: none"> Building on the understanding that pupils gain through the curriculum, develop their roles as courageous advocates. This will give them the opportunity and ability to challenge social injustice and inequalities at local, national and global levels Establish a shared understanding and definition of spirituality so that opportunities for spiritual development in the curriculum are fully recognised, taken and can be articulated by all. Further embed the RE curriculum to ensure that opportunities for extending experiences and understanding of world faiths, beliefs and views are provided for all pupils.

Inspection findings

The Headteacher lives out and inspires in others a strong sense of purpose. All members of the school community are cherished and well cared for within this vision led, and values driven Church school. There is an unwavering determination for all pupils and adults to flourish. These high aspirations embrace the breadth of the school community and demonstrate that the school is true to its Christian vision, values and mission.

Pupils, staff and families embody the school's Christian vision and its theological underpinning. Warm relationships nourish the school, and the vision is embraced and lived out by all members of this cohesive community. Mutually beneficial relationships exist between the school, parish, local community and diocese. These support the school's Christian vision and increasingly ensure pupils are nurtured within a wider Christian family so that all can flourish.

Leaders are passionate about driving improvement for all in the school community. This is evident in the range of professional development experiences which strongly support the continued growth of staff. Examples include open senior leader meetings, which all staff are encouraged to attend for their development. Inspired by the Christian vision, staff are role models and hold high aspirations. Consequently, pupils feel safe, well cared for and flourish in their learning. Committed and actively engaged governors take courageous decisions for the common good. A self-evaluation cycle is established, including monitoring by governors and input from all stakeholders. Improvement plans are well-targeted and sharply focused. Consequently, the school has strong leadership that understands its improvement journey.

The vision, values and mission have driven decisions which shape the school's curriculum, ensuring that it meets the needs of every individual. This results in pupils enjoying their studies, being motivated in their learning and making good progress. Pupils are active participants in their learning and are encouraged to be curious and engaged in their own development. Support and provision for those with additional needs or vulnerabilities are strong. Parents are well supported by the school and are actively involved where interventions are required. This enables pupils to gain confidence, grow, and flourish in their studies. Parents respect the Christian vision, values and mission. As a result, they feel part of the school community and appreciate its work. The curriculum is broad and balanced and there are opportunities for spiritual development. However, pupils' deeper understanding of spirituality, and their ability to speak about it, is limited.

Pupils are proud of their school and appreciate the support they get from the adults and their peers. This instils confidence and a willingness to both express their own opinions and to listen to the viewpoints of others. They are advocates of fairness, equality and being there for each other. Where pupils are given opportunities to lead, such as the Eco Club and Ethos Team, they do so with responsibility, rigour and a keenness to do more. The school community supports local and national charities and pupils are provided with opportunities which raise their awareness of the work of different charities and causes they support. Opportunities for pupils to engage in social action and become courageous advocates have not yet been realised.

Behaviour is very good throughout the school, characterised by respect and a care for others. Pupils understand and articulate this as being because of the shared vision and values of the school. They demonstrate high expectations of themselves and their peers, resulting in a happy and supportive environment. Where there are misunderstandings or occasional fallings out, pupils, through examples provided by staff, can work problems out together. As a consequence, relationships are strong, and restorative conversations, forgiveness and understanding enable pupils to get along well.


The learning environment supports personal growth and emphasises the importance of good mental health. The school has achieved wellbeing and antibullying awards and staff as well as parents are grateful for being part of a cohesive community. The school's values are consistently displayed in each classroom alongside reflection areas. These spaces are used to collect and share pupils' reflections and responses to topics explored in worship and other special times. Leaders have made thoughtful decisions about the environment. Rich provision,

both outdoors and indoors, means there are spaces promoting and ensuring health of all in mind, body and spirit. An example is an outdoor room dedicated to nurturing vulnerable pupils, which helps them overcome barriers to their learning and helps them build emotional resilience.

Collective worship has a strong focus on values and is inclusive and invitational enabling daily occasions for reflection, silence, music and prayer. There is a whole school approach to planning which includes contributions from leaders, pupils and staff. As a result, collective worship binds the school community together as an expression of the school's vision. St Thomas' vicar regularly leads worship and works closely with leaders on planning the rhythm of worship. Consequently, there is a strong link between the school, church and community. Staff are provided with training and resources to lead worship, and the school's ethos committee enjoys and is committed to these special times across the school. As a result, all gain from worship, and its impact ripples throughout the day supporting pupils' character development. Worship provides opportunities for spiritual development and the vicar embeds opportunities to explore Christianity as a living world faith. A thorough, well established process, which includes governor involvement, monitors the effectiveness of worship. As a result it continues to impact the lives of pupils and adults.

Pupils enjoy RE lessons. The subject's new curriculum expresses the school's Christian vision in its structure, clarifying pupils' learning journey. Leaders provide staff development which deepens their understanding and RE subject knowledge. This has included exploring the teaching of world faiths and identifying wider opportunities which can enhance pupils' experiences of these. Staff use big questions encouraging pupils to take ownership of their learning and develop their own ideas to explore. As a result of the approaches taken to teaching and the creative ways pupils are encouraged to share their learning, pupils enjoy RE and can make links between theological concepts.

Golborne St Thomas is a loving school with a deep sense of family. It is a respectful, inclusive community which values all. It aspires for every pupil and adult to be inspired, succeed and achieve their God-given potential.

	The effectiveness of RE is		Good	
	The recently introduced and thoughtfully designed RE curriculum provides broad and balanced experiences, enabling all pupils to achieve as they journey through the school. Consequently, pupils progress well in RE, enjoy the subject and talk positively about what they learn and what it means to them. Whilst pupils' knowledge and understanding of Christianity is a strength, there is not sufficient depth in the study of the full range of major world religions.			
Information				
School	Golborne St Thomas Church of England Junior and Infant School		Inspection date	09 December 2022
URN	106487		VC/VA/Academy	VA
Diocese	Diocese of Liverpool		Pupils on roll	215
Headteacher	Joanne Woods			
Chair of Governors	Angela Barton			
Inspector	Paul Bowlas			