

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Scorton Church of England Primary School	
Address	Snow Hill Lane, Scorton, Preston, PR3 1AY
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
<p>Reach Up - We reach up to God to show us the way</p> <p>Reach In - We reach inside for the courage and wisdom of the Holy Spirit, to help us reach God's goal for us</p> <p>Reach Out - We reach out to everyone with the kindness and compassion of Jesus</p> <p>'I try as hard as I can to reach the goal that is before me' (Philippians 3:13).</p>
Key findings
<ul style="list-style-type: none"> • The whole school, through the strong Christian leadership, live through a highly effective Christian vision that ensures flourishing. Whilst the vision is widely known and understood it is not reflected in all school policies and this limits further development as a Church school. • The vision shapes a culture of high aspirations that effectively raises pupils self-esteem. The nurture for all pupils is of high quality, enabling them to flourish. • Collective worship is inclusive, invitational and expresses the school's vision. Spirituality is a key dimension to collective worship. There is a clear structure to support pupils and adults in evaluating and developing collective worship. • The approach to religious education (RE) readily engages pupils in their learning. It enables pupils to develop an age-appropriate understanding of Christianity. Pupils' knowledge and understanding of world faiths, other than Christianity, is limited. • Pupils are enthusiastic about how their vision and compassion leads them to actively support charities through fundraising. Their skills in challenging injustice and inequality through social action projects are less well-developed.
Areas for development
<ul style="list-style-type: none"> • Make the Christian vision more explicit and evident in all policies to show that it drives all areas of school life, and ensures further development as a Church school. • Develop pupils' understanding and experiences of the diversity and richness of the world faiths, so that they can appreciate religious and cultural diversity. • Plan and develop opportunities for pupils to become courageous advocates of change for social action and against injustice. This is to enable pupils to use their curiosity and their voice to inspire one another in making positive changes in the world around them.

Inspection findings

This school is a warm, welcoming and nurturing community where all are invited and inspired by their Christian vision. Described as, and also evident, this Church school is small but with a big heart. It is part of a federation, with another local Church school. Leadership across the federation is strong. Both schools share the same Christian vision and goals. This has borne fruit in developing staff and providing wider opportunities for everyone. Pupils and adults talk enthusiastically about how the school vision of reach up, reach in and reach out enables them to live out their daily life.

Governors effectively monitor the impact of the Christian vision, and how the school supports pupils to flourish. Through visits to the school, speaking with pupils and staff, they are actively involved in the positive progress the school is making. This approach gives governors a clear picture and the ability to actively support pupils' development with the choices they make. This is demonstrated by leaders who engage purposefully with external agencies. This fosters a safe and caring learning environment. Many of the school policies do not currently reflect the vision as their basis. This limits their further development as a Church school.

The shared and deep understanding of the Christian vision creates a strong sense of belonging. Exemplified by leaders, all are loved unconditionally within an environment where relationships and interactions are modelled by all. As a result, parents feel welcomed and valued partners in the work of the school. Pupils actively care for each other, with all ages playing together at break times. Older pupils act as 'playground pals' for younger pupils at break time. When disagreements occur, they are often able to resolve them without adult intervention, reflecting the vision and goals.


Carefully built around the Christian vision, the school effectively meets the spiritual needs of pupils in a range of ways. Opportunities are provided within the planned curriculum for spiritual reflection. This enables pupils to describe spirituality as time to be with God, or reaching up to God to seek courage. Pupils clearly value their learning, enjoy asking questions and responding creatively. They reflect on what they learn both inside the classroom and outside the school environment. A number of extra-curricular opportunities successfully contribute to pupils' spiritual development. For example, pupils recently took part in a 'last choir standing' festival, winning the prize for most outstanding performance.

The school focuses on ensuring the good mental wellbeing of pupils and staff through activities that build resilience, encourage responsibility and respectful communication. As a result of this focus, pupils are aware of the importance of helping with the needs of those who are vulnerable. Learning how courageous advocates have created change for equality is not planned into the curriculum. This results in a limited awareness of charitable activities and the impact that this can have on those in need. Pupils are not sufficiently aware as to how they can themselves act as advocates of change in matters of social justice and equality.

Worthwhile relationships and partnerships enable all within the school to flourish. School, the community and partners from further afield, successfully work together for the benefit of the pupils. The school utilises the village hall to enable pupils to have a venue for indoor physical education and sport. The church's lay minister and a local vicar regularly visit and lead worship in school. As a result, pupil participation in the local community is appreciated. All of this gives the pupils a sense of community and how everyone can come together to be part of God's big plan. The context of the school means pupils do not have experience of a multi-cultural society. Recent changes to the curriculum have been made to successfully address relevant issues concerning this. This was evident when the pupils talked about a joint trip made with another school to the Burnley Children's Theatre.

RE has strong leadership and highly valued profile across school. Pupils enjoy RE and understand that it is a safe place to talk about what they believe, listening to others with respect. Teaching is creative and engaging. Through posing 'big questions', pupils use an enquiry approach that is effective and challenges thinking. As a result, pupils are able to ask their own questions and to record their thinking in interesting ways. The curriculum is carefully planned, sequenced and meets the Church of England Statement of Entitlement for RE. The school uses the diocese for training and the Understanding Christianity resource. The review and monitoring cycle by leaders has a positive impact on the development of RE. Pupils' biblical knowledge supports their ability to recall and make links between their prior and current learning. Pupils have opportunities to learn about world faiths but their knowledge is limited. They do not demonstrate a clear understanding of how world religions have an impact on society and culture. As a result, pupils do not have a deep enough understanding of difference and diversity.

Collective worship is inclusive and invitational. It is carefully planned and linked closely to the Christian vision. Staff and pupils look forward to collective worship and are inspired to spend time going on their own spiritual journey alongside each other. Pupils explain that the three candles lit at the start of worship remind them that Jesus is the light of the world. The candles also help them to remember God as the Father, Son and Holy Spirit. Singing is both enthusiastic and joyful, reflecting how the school community feels about worship. Prayers and responses are used in worship with pupils being invited to participate. Evaluation of collective worship has resulted in positive changes in the school's approach. This has included exploring pupils' comments about their roles and personal response to their worship. This led to staff and pupils recognising spiritual time in worship can be different for different people. Those who want to, volunteer to take part in the daily act of worship including pupils having opportunities to plan and lead their own weekly worship.

	The effectiveness of RE is		Good	
	<p>Pupils make the good progress they do in RE due to the school's well-planned curriculum that offers challenges for all learners. They discuss theological concepts and vocabulary with confidence. Planning and effective assessments are appropriately used, ensuring pupils know how to make progress in RE. Due to high quality teaching, all pupils flourish, including the more able and those with special needs and/or disabilities.</p>			
Information				
School	Scorton Church of England Primary School	Inspection date	16 March 2023	
URN	119613	VC/VA/Academy	Voluntary aided	
Diocese/District	Blackburn	Pupils on roll	68	
Headteacher	Mrs Rebecca Scholz			
Chair of Governors	Mrs Kim Carlyle			
Inspector	Rob Dean	No.	2129	