

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Ellesmere Port Church of England College	
Address	164 Whitby Road, Ellesmere Port, CH65 6EA
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
'To act Justly, to love with Mercy and to walk Humbly with our God (Micah 6: 8)'
Key findings
<ul style="list-style-type: none"> • The distinctive Christian vision and associated moral virtues are understood and articulated by pupils and adults. They are lived out in the aspirational culture and wide range of opportunities which permeates throughout the college. Passionate and driven leaders are deeply invested in ensuring the words of the vision enhance the lives and futures of all. • Membership of the Frank Field Education Trust (FFET) is transformative for the college. Lives are changed through the seamless way that the mission and vision of the Trust and college are interlinked. This forms a moral compass, firmly rooted in Christian theology, that clearly guides adults and pupils. • The 'be more' curriculum, enhanced through the wider learning provided by the FFET Awards, inspires pupils to achieve and embodies the Christian vision. Opportunities for pupils to be social agents for change are less embedded. • Invitational collective worship provides an open environment where faith can be explored. Occasions to gather together are valued by pupils and adults although the impact of class based worship is inconsistent. The way that staff and pupils can articulate a shared and personal understanding of spirituality is also inconsistent. • RE is exceptionally well-led and provides creative learning experiences valued by pupils. They demonstrate a rich religious literacy and good understanding of worldviews and world faiths, including Christianity.
Areas for development
<ul style="list-style-type: none"> • Enhance the consistency of daily collective worship to provide meaningful moments of reflection for pupils and adults. This is to enrich opportunities for adults' and pupils' spiritual development including developing a shared language of spirituality. • Deepen and extend opportunities pupils have to further challenge injustice and inequality within the global, national and local community. This is to enhance the impact of their work as social agents of change.

Inspection findings

The distinctively Christian vision, understood and articulated by all, drives leaders' decisions, creating a rich culture of aspiration. Values linked to the vision, known as moral virtues, guide pupils' and adults' actions. These virtues are represented by the image of the compass which is seen throughout the college. This visual image ensures the language of the vision, and associated moral virtues, are naturally immersed in daily life and conversations. Consequently, all can articulate the biblical roots of the vision and the positive way this guides them each day. The powerful impact of this is evident in the way it inspires all to 'follow unlimited ideas and dreams.' Highly effective partnerships with the diocese and local church enrich the way it lives out its Christian vision. Membership of the Trust is transformational on the whole college community. The Trust's vision to 'aspire to be more' enriches the college's vision, ensuring possible barriers to learning are removed. Lives are changed for the good and opportunities for all extended through membership of the Trust. Leaders, including trustees, know their college well and are deeply invested in the further growth of its Christian distinctiveness. Staff articulate a personal investment in the vision of the college and the Trust. Many speak of the way this inspires them to ensure that 'no child is left behind, regardless of background.' The vision creates a sense of togetherness and dynamic purpose where each and every person is valued.

The college's ambitious and innovative 'be more' curriculum inspires pupils. Pupils and adults clearly describe how it is interwoven within the Christian distinctiveness of the college. Inspired by the words of Oscar Romero to 'aspire not to have more but to be more,' the curriculum drives standards. Pupils thoughtfully express their understanding of how the curriculum encourages them to think about how they live and their choices. It motivates them to look beyond their own college to the wider world, encouraging them to challenge injustice. Through this, pupils have opportunities to be involved in social action. However, there is a valid eagerness from pupils to extend this further. The curriculum provides valued wider enrichment opportunities through a breadth of additional learning experiences. The FFET Awards programme motivates pupils to extend their learning further. Pupils speak with deep pride about achieving different FFET Awards. These achievements enrich their lives as well as those in the community through the volunteering activities many engage in. The curriculum, wider enrichment opportunities and FFET Awards create a rich tapestry of opportunities for pupils to develop their character. The Trust's support of activities such as an educational visit to Hong Kong creates life-lasting experiences for pupils.

Acceptance of all, inspired by the vision and lived out through the college's moral virtues, ensures pupils and adults feel valued. Groups such as anti-bullying ambassadors provide meaningful opportunities for pupil leadership. Pupils value that structures are in place to give them a voice and speak out if they are unhappy about anything. As a result, pupils feel safe. Systems to enhance positive wellbeing and good mental health are embedded within college life and benefit all. Staff speak of their appreciation of positive support they receive for their own wellbeing from leaders. College invests in training and defined roles to create bespoke and sensitively created support for pupils' wellbeing and mental health. This benefits pupil behaviour, learning outcomes and attendance. The highly effective pastoral team including learning coaches, attendance officers and First Aid Mental Health trained staff enhance lives. This has a positive impact on pupils considered to be vulnerable. All pupils, including those with special educational needs and/or disabilities (SEND), are known and cared for as the unique person they are. Parents value the impact this has. The vision's aspiration that pupils have opportunities 'to experience the fullness of life' is seen in the individual care they encounter. Consistent and clear structures for daily routines and behaviour create a calm




learning environment. Relationships are enriched through the way the moral virtues encourage all to live well together. Inspired by the Christian foundation of the college, restorative justice and forgiveness guide pupils' decisions, impacting on positive behaviour choices. The college's provision known as 'Emmaus' provides space for pupils to consider the impact of their decisions and offers fresh starts. The way forgiveness and new beginnings are inspired by biblical teaching is understood by pupils and adults and encourages positive change.

Collective worship is inclusive, providing moments for pupils to gather together. Through known prayers, moral virtues and an understanding of the vision, worship expresses the college's Christian foundation. Worship begins with a greeting inspired by the Anglican tradition and can provide some opportunities to experience stillness, moments of reflection and prayer. Prayer surrounds the whole day with time to pray at the beginning, middle and end. A clergy-led reflection for staff at the start of each week provides valued moments of reflection for adults. Although collective worship happens in various forms each day, the quality and impact of this is inconsistent. Where worship is most inspiring, pupils have invitational opportunities to engage with biblical teaching and openly reflect on its meaning for them. Pupils and adults articulate how worship can enhance their own spiritual development, however this is less developed. The annual 'Prayer Spaces' event provides pupils with deeply meaningful moments of reflection and spiritual development. Creatively displayed, the event invites pupils to look at areas such as bereavement, forgiveness and hurt. This profound experience helps to extend pupils' language of spirituality.

Following an unsettled period, RE is now well-led, meticulously planned and robustly monitored. It clearly expresses the college's Christian vision and provides an age appropriate level of religious literacy for all pupils. RE is seen as a key subject in Key Stage 4. From this year, all pupils are now entered for GCSE RE. Extremely strong partnerships with the diocese and specialist consultants enhances the provision for RE, including focused training for staff. Pioneering work to develop a new Key Stage 5 curriculum is highly creative and relevant to the college's context. Leaders' plans to create a personalised Extended Project Qualification (EPQ) in RE demonstrates their ambitiousness. Pupils enjoy RE and demonstrate a good understanding and knowledge of worldviews and world faiths, including Christianity. RE is a safe space for pupils to critically reflect on their own religious and philosophical views. The impact of this is pupils engage readily in debate, freely share opinions and respect the opinions of others.

The dynamic synergy between the ambitiousness of leaders and the Trust transforms lives at The Ellesmere Port Church of England College. Ignited by the Christian vision, a powerful sense of ambition for all shines like a beacon of hope and possibility.

	The effectiveness of RE is		Good	
	<p>A creative and relevant RE curriculum engages learners. As a result, work in books highlights that pupils, including those who have SEND and those considered disadvantaged, make good progress. External support from the diocese and other partners enriches teaching and learning and provides valued staff training. Teaching is graded as good through careful monitoring (verified during the inspection). Leaders recognise how time to evaluate, and further embed, the recent changes will enhance future provision.</p>			
Information				
School	The Ellesmere Port Church of England College	Inspection date	4 May 2023 - 5 May 2023	
URN	146742	VC/VA/Academy	Academy	
Diocese/District	Chester	Pupils on roll	608	
MAT/Federation	Frank Field Education Trust			
Principal	Cath Green			
Chair of Governors	Gordon McGuinness			
Inspector	Paul Rusby	No.	938	