

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

<b>Wavertree Church of England Primary School</b>	
Address	Rose Villas, Wavertree, L15 8HJ
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	Excellent
The impact of collective worship	Excellent

School's vision
<p><b>Belong Believe Achieve</b></p> <p>A place where everyone belongs to the family of Wavertree with faith at the centre. Where we believe in ourselves and others. Where we achieve our full potential. Where hope and love inspires all that we do.</p> <p>'I can do all things through Christ who gives me strength.' Philippians 4: 13</p>
Key findings
<ul style="list-style-type: none"> <li>• The vision stems from the school's deeply Christian ethos and is shaped by leaders' excellent understanding of its diverse context. It permeates every aspect of school life. Leaders and governors make bold and ethical decisions shaped by the vision which lead the 'family of Wavertree' to flourish.</li> <li>• An excellent culture of belonging emanates from the vision resulting in an exceptionally inclusive community where every person is cherished. Personalised, holistic support for individuals is transformative. A natural rhythm of love, acceptance and respect flows between each member of the school community.</li> <li>• A wealth of inspiring Christian partnerships make a profound contribution to collective worship which is impressively inclusive and invitational. A shared language to talk about spirituality is in its infancy. However, the impact of opportunities to wonder and reflect make a life-affirming contribution to the spiritual flourishing of all.</li> <li>• The richly diverse wider curriculum motivates pupils to think deeply. As a result, pupils develop active compassion and a desire to make a difference in God's world. Pupils engage with innovative social justice projects bringing hope to their community and beyond. This leads some pupils to act as courageous advocates.</li> <li>• Vibrant and dynamic religious education (RE) inspires pupils to learn about a range of world faiths including Christianity. Pupils develop a firm understanding of Christian theology, ponder 'big questions', and explore the lived reality of people of faith. Some pupils use opportunities in RE to reflect poignantly on life's mysteries.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Embed the school's shared language of spirituality. This is so that pupils and adults can readily articulate and share their experiences, thereby enriching spiritual flourishing for all.</li> <li>• Deepen real-world opportunities for pupils to advocate for others so they continue to develop as agents of change.</li> </ul>

## Inspection findings

The vision to belong, believe and achieve is underpinned by a range of biblical roots which leaders readily articulate. It is securely embedded and understood by the whole community. Many take delight in the vision's deeply inclusive nature and how it is lived out within this distinctively Christian context. Pupils recognise that the vision creates a sense of security, self-belief and openness towards others. They make links between the school Bible verse and the way they are motivated and empowered to live their lives. Consequently, the cohesive Christian vision inspires and sustains the 'family of Wavertree' enabling all to flourish. Governors engage in both internal and external training to support their understanding of Church school governance. Robust systems enable governors to monitor the effectiveness of the vision. As a result, the Christian vision is a crucial driver resulting in bold and ethical decision making.

A strong commitment to development as a Church school ensures leaders and staff engage fully in diocesan training. The Christian leadership course has had a demonstrative and life-affirming impact on those who have taken part. The headteacher is a committed member of Liverpool Diocese Board of Education. She regularly contributes to discussions about current best practice in Church school education. This results in a mutually beneficial diocesan partnership. Strong links with the local Church of England church infuse school life and result in a dynamic relationship between clergy and school. This is exemplified routinely through collaborations in planning worship, rich dialogue within RE lessons and pastoral care for staff. Associations with other local churches, of varying Christian traditions, enable further opportunities to explore the Bible through creativity and reflection. As a result, Church school partnerships make a profound contribution to the spiritual development of all.

The vision to belong results in an exceptionally inclusive community. Within this diverse context, leaders take care to build vitalising and enriching relationships with faith communities within school. This enables pupils from a range of faiths and worldviews to thrive within a loving, Christian context. A tireless commitment to overcoming barriers to flourishing results in a host of actions to support families. Consequently, relationships between home and school are open, warm and life-giving. Personalised and holistic support for pupils with high levels of special educational needs and/or disabilities (SEND) is remarkably effective. For some pupils this results in dramatically improved attendance, accelerated academic progress, transformed behaviour, and increased self-esteem. As a result of the vision and leaders' determined actions, the school is a deeply loving and accepting community. Here, every individual is cherished and celebrated as a unique child of God.

The vision to 'achieve our full potential' means that priority is given to mental health and wellbeing. Comprehensive mental health training results in high levels of staff expertise. Therapeutic support, safe spaces, and access to nature through forest school underpin the wellbeing offer. Staff mental health is carefully considered. A range of supportive initiatives include staff buddies, and weekly prayer meetings where staff can request prayer. Approachable leaders and systems to offer further professional and emotional support enhance staff wellbeing. As a result, pupils and adults develop emotional resilience and a strong sense of self-worth within this happy community.

Inspirational collective worship is the beating heart of school life. It wonderfully expresses the school's vision to belong and believe resulting in fully inclusive worship which draws the community together. Worship is consistently invitational enabling pupils of all faiths and none to participate with integrity. Frequent and varied Christian visitors enrich worship with hope-filled opportunities to encounter the teachings of Jesus. Bible stories are brought to life in a



way that demonstrates the relevance of faith in today's world. Dynamic and purposeful worship is deeply treasured by pupils and adults who find it engaging and uplifting. Pupil 'Worship Warriors' undertake their responsibility thoughtfully and with joy. They are given progressive opportunities to develop skills of worship leading and confidently plan, lead and evaluate worship regularly. Parents attest to the way pupils demonstrate the impact of worship at home through their attitudes and behaviours. Pupils clearly draw links between worship themes and their actions. One pupil articulated the transformative power of worship when they said, 'it changes you.'

Opportunities for spiritual development are weaved into worship, lessons and outdoor provision. Moments of stillness within worship and in the spirituality garden enable all to think deeply or engage in personal prayer. This leads some to feel peaceful, calm and thankful. Staff use a shared language to talk about spirituality. Some pupils understand this, but many are not yet confident to articulate their spiritual development. However, opportunities to develop curiosity, wonder at nature and enjoy reflection make a strong contribution to the spiritual flourishing of all.

The vision to achieve is expressed through the ambitious wider curriculum which is shaped by pupils' needs within the context. Pupils who are vulnerable, and those with SEND, are exceptionally well supported to overcome barriers to achievement. As a result of personalised support mechanisms, all pupils access the curriculum and achieve well. Units of work and a richly diverse range of texts enable pupils to explore themes of injustice and inequality. Pupils engage creatively with opportunities to challenge the discrimination they see in the books they read. 'Big questions' and thought-provoking discussion result in pupils compassionately looking beyond themselves. Innovative extracurricular activities support pupils to make a difference locally and globally. The Asda 'Rethink Food' project and long-standing sponsorship of a Compassion child exemplify this. In some cases, pupils take action to advocate for others. For one pupil, this resulted in raising a large sum of money to support those affected by the crisis in Yemen. Consequently, the wider curriculum contributes significantly to pupils' character development and inspires some pupils to become agents of change.

Vibrant and dynamic RE is integral to school life and results in deeply respectful and keenly engaged learners. Pupils learn about a range of religions and world views which supports their understanding of faiths practised within the school community. The broad and balanced RE curriculum meets Church and statutory requirements. Leaders ensure that robust systems to monitor how and what pupils are learning are used effectively. Pupils understand age-appropriate Christian theology and key events in the life of the Church. An abundant array of visitors to RE lessons deeply enhance pupils' understanding of Christianity and the lived reality of believers. Opportunities to engage in rich dialogue and ponder 'big questions' result in poignant moments of reflection for some pupils. As a result, RE makes a profound impact on the character and spiritual development of pupils.



Information			
School	Wavertree Church of England Primary School	Inspection date	18 May 2023
URN	104616	VC/VA/Academy	Voluntary controlled
Diocese/District	Liverpool	Pupils on roll	164
Headteacher	Anna Brooksbank		
Chair of Governors	Barbara Murray		
Inspector	Ali Rice	No.	2103