

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Upholland Roby Mill Church of England VA Primary School	
Address	School Lane, Roby Mill, WN8 0QR

School vision
<p>In our Church school community everyone is valued, nurtured, unique and individual. Through our faith, we hope everyone will live, learn and love fully. Guided by our Christian values, we strive to develop strength and courage, so our children meet the challenges of an ever-changing world.</p> <p style="text-align: center;">Courage, hope and love.</p> <p>‘We are brave and strong and stand fast in faith: all that we do we do in love.’ 1 Corinthians 16:13</p>
School strengths
<ul style="list-style-type: none"> • The well-established Christian vision provides a strong moral purpose to all aspects of the work of the school. Each member of the wider school community is known personally and supported individually. As a result, all pupils and adults are nurtured and able to flourish. • Built on the school’s chosen Christian values, the carefully designed curriculum is motivating and highly effective. It is enhanced by an impressive range of visits, visitors and experiences that contribute to the learning of all. • The school is a vibrant and reflective worshipping community. Pupils and adults engage in worship in a relaxed, deep and joyful way and are able to grow spiritually. • The small numbers of pupils, families and staff provide unique opportunities for building exceptionally strong relationships across the school community. All are treated with respect and cared for with an understanding of individual context and background.
Areas for development
<ul style="list-style-type: none"> • Establish the newly introduced approach to spiritual development across the whole school. This is to ensure shared understanding, consistency of language and effective use of all opportunities for spiritual nurture. • Ensure secure understanding by the teaching team of the content of all units of work in religious education (RE) . This will increase confidence, guarantee accuracy and support progress in pupils’ learning.
Inspection findings
<p>In this very small school, leaders have established a Christian vision that takes advantage of the opportunities the size provides. A focus on individual need, motivated by God’s love, ensures all pupils and adults flourish through careful personal nurture. In recent years, families have been attracted by the level and quality of help on offer. The values of courage, hope and love are modelled by staff and explored at depth in learning and worship. Pupils thrive as a result, growing in confidence and self-belief. This is enhanced by a wide range of opportunities for them to act independently and take on leadership responsibilities. The small size and limited resource also present leaders with significant challenges. However, the motivation to ‘stand firm’ inspires a unity</p>



of moral purpose shared between the staff and governing body. There is an impressive commitment to building partnerships and accessing support from the local authority and diocese. This reflects an openness to change, ensuring continuous development of policy and practice, which serves the school community extremely well. Leaders make effective use of strong partnerships with the local church and various cluster groups of small schools. The school is fully involved in the life of the parish which includes termly children's communion services. Along with joint events and exhibitions, this strengthens relationships that are mutually beneficial. Collaborative work with local schools supports and enhances many aspects of school life. This includes development of the wider curriculum, opportunities for shared activities with pupils and moderation of assessment in RE.

The school's Christian vision, expressed in the values of courage, hope and love, has shaped the development of the curriculum. There is a clear intention to instil a love for learning, alongside a deep appreciation of the natural world. Small classes enable teachers to focus on the development of skills, which are a source of hope for personal growth. Structured, personalised learning helps pupils to make progress without the fear of failure, building courage and resilience. A firm foundation is laid in the early years. Teaching in Reception is built around relationships based on love, for self, others, God and the world. There is a deliberate policy to enhance learning across the school with an impressive range of visits, visitors and experiences. Opportunities have been identified to promote diversity and encourage a sense of wonder in learning. This is evident in the choice of texts, artists and places studied in English, art and geography. The less common sports introduced in physical education (PE), including curling, golf and archery, further enrich pupils' experience. Alongside the curriculum, pupils are provided with a wide range of lunchtime and after school activities. Often pupil-initiated and led, these extra-curricular opportunities are available to all and add significantly to a broader education. A school wide approach to developing spirituality within the curriculum is in place. However, this is not used consistently.

Worship is a highly valued and significant part of the life of the school. Clergy, leaders and other staff provide different forms of worship with the whole school gathered each day. This has established a rich culture of shared experience and deep reflection for both adults and pupils. Carefully planned use of story, music, drama, silence, prayer and Anglican tradition combine to promote learning and spiritual development. Meaningful links are often made with current events or curriculum topics. Reflection on the experiences of Anne Frank led to an artistic response that went on to be used in a Holocaust exhibition. Leaders respond to regular evaluation of worship. In one case this led to the decision to dedicate certain worship times to singing. Pupils and staff felt that appropriate time should be given to explore the meanings of song words.

Pupils and adults are treated with respect and dignity. The wellbeing of all is taken very seriously by leaders and the governing body. As a result, pupils are listened to and staff are enabled to thrive in a close knit team. Various groups of older pupils take on important responsibilities. The Care Club leads breathing exercises and records healthy eating. The Ethos Group suggested ways the reflective areas around school could be used more often and in more meaningful ways. Staff benefit from wellbeing days and access to counselling, as well as clear, open lines of communication with leaders. Parents know that the school will ensure pupils' specific needs are met. The small classes and relatively high staffing ratio enable each child to be supported without the need for withdrawal. Teaching staff are often able to anticipate need and arrange support, such as counselling, in time to prevent situations deteriorating.

The small, family nature of the school has helped leaders to foster a culture of responsibility towards others. Pupils support and care for each other in the classroom and playground. Staff provide prompts and opportunities for social action, in both the curriculum and collective worship. Early years pupils took action recently on deforestation, persuading the local MP to provide tree planting kits for the local park. Older pupils have campaigned successfully to reduce traffic speeds outside

school and encourage dog owners to clear waste from pavements. Such actions are noticed, welcomed and commented on by local residents. Pupils leave the schools with a hope for a better future and a confidence in themselves as agents of change.

RE is given a high profile as an important academic subject. Pupils develop a very good understanding of Christianity as a diverse world religion. They enjoy learning about a range of faiths and worldviews and are encouraged to reflect on their own beliefs. Lessons are managed sensitively to create a safe environment for pupils to share ideas and opinions. They are able to respond to and explore what they learn in a range of ways, including art and drama. The RE curriculum has been adapted to support learning in mixed-age classes in a two-year rolling programme. Care is taken to sequence learning in a logical way. The teaching of Christianity always relates content to its place in 'God's Big Story'. This ensures that pupils revisit texts, content and themes to build deeper understanding. Leaders are confident in their role, supported with regular training by the diocese and the local cluster of church schools. The governing body follows a structured plan to monitor teaching and learning in RE. This provides evidence for effective challenge and support.

Pupils make expected progress from their individual starting points. Care is taken to support those joining the school in older years by identifying and filling gaps in knowledge. Leaders have developed an effective approach to assessment. This is supported by regular moderation with teachers from local church schools. Planning for next steps in learning for individual pupils is based on clear age-related expectations. However, those teaching RE are not fully secure in their understanding of the content of all units of work.

This small school has a 'big heart' through which God's love nurtures its pupils, staff and the wider community.

The inspection findings indicate that Upholland Roby Mill Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	13 November 2023	URN	119496
VC/VA/Academy	Voluntary aided	Pupils on roll	18
Diocese	Liverpool		
MAT/Federation			
Headteacher	Nicola Grand		
Chair	Carole McCourt		
Inspector	Peter Barfoot	No.	2216