

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Howick Church Endowed VC Primary School	
Address	Liverpool Road, Penwortham, Preston, PR1 0NB
School vision	
<p>Guided by our values we endeavour to motivate and inspire our children to become confident, independent and resilient learners.</p> <p>Through our exciting, progressive curriculum we aspire to equip our children to meet the challenges of our changing world, so they can embrace it with knowledge, education and deeply embedded values. We are inspired in our mission by our faith that 'I can do all this through him who gives me strength.' Philippians 4:13</p>	
School strengths	
<ul style="list-style-type: none"> • The vision's biblical foundation is understood and cherished as a source of courage, strength and joy. Integrated into every aspect of school life, the vision is a lived reality. Thus, pupils develop into confident and resilient individuals equipped to persevere and thrive. • Highly motivated leaders, including governors, are deeply committed to the development of the school as a Church school. Strategic decisions and actions are shaped by a desire to bring the vision to fruition. • Engaging collective worship beautifully expresses the vision to 'be guided by our values'. As a result, pupils gain a remarkable insight into Christian values that shape their attitudes and behaviours. Opportunities for guided prayer and reflection within and beyond worship enable people to flourish spiritually. • Leaders wholeheartedly ensure that the vision applies to all pupils and adults. This creates an open and loving culture of inclusion, which leads people to flourish. • Impressive curricular and extracurricular opportunities enable pupils to gain a strong understanding of issues of justice. Pupils are empowered and impassioned to overcome the 'challenges of our changing world' as agents of change. 	
Areas for development	
<ul style="list-style-type: none"> • Strengthen pupils' knowledge and understanding of diverse beliefs, practices and thinking within a range of world religions and worldviews. • Embed the school's shared language of spirituality so pupils can readily articulate their understanding. This is in order to enrich and extend existing opportunities for spiritual development throughout the curriculum. • Hone systems of monitoring and evaluation to enhance governors' understanding of the vision's impact. 	
Inspection findings	
<p>Inspiring and challenging, the vision is intrinsic to school life and equips pupils for lifelong learning appropriate to their context. Pupils find joy and strength in the underpinning Bible verse, which</p>	

gives them courage, raises aspirations and develops determination. Leaders, including governors, are motivated by Jesus' example, ensuring that the vision enables the whole child to flourish. Governors are deeply committed to Church school development and are undergoing the process to become a voluntary aided school. This decision has been taken in order to safeguard the future of the school's distinctively Christian ethos. Governors receive a rich range of information from leaders and regular monitoring visits ensure they know the school well. They confidently contribute to systems of Church school improvement. However, monitoring activities do not lead governors to explicitly evaluate the vision's effectiveness. The vision shapes leaders' decisions and actions. For example, governor commitment to undertaking the 'Lancashire Equality Mark' supports pupils to embrace 'the challenges of our changing world'. As a result, the vision creates a thriving and inclusive culture, enabling people to flourish.

Strategic partnerships with the local church, wider Church and Blackburn Diocese enrich the outworking of the school's Christian vision. Relationships with St Mary's Church are enthusiastically fostered. The church purchases personal Bibles for Year 3 pupils, which help them to understand Christian ideas about God. Clergy and governor involvement in collective worship, along with celebrations in church, like at Advent, are highly valued. Geographical obstacles to visiting church are overcome through innovative half day class visits to the church building. Pupils celebrate special times by displaying artwork in the church and writing to parishioners. Consequently, links between the church and school cultivate a sense of belonging and mutual affection. Staff highly value the inspirational training and encouragement they receive from Blackburn Diocese that enhance their professional development. Warmly remembered visits from clergy across the diocese ensure the school feels connected to the wider Church. Consequently, these vitalising partnerships strengthen the spiritual life of the school.

The vision to be 'guided by our values' is exceptionally well expressed through collective worship. Drawing on rich biblical examples, pupils articulate a remarkable insight into Christian values which they apply to their lives. One pupil explained how friendships were restored after worship inspired him to forgive. Pupils develop a genuine appreciation for the school's Bible verse. They articulate how this helps them to develop confidence through a resilient 'I can do this' mindset. Leaders carefully plan meaningful opportunities for pupils to lead worship that deepen their engagement. Staff, of differing roles, find joy and fulfilment in leading and participating in worship. Guided prayer and opportunities for reflection lead people to think deeply, develop curiosity and appreciate moments of stillness. Reflection spaces and tasks enable pupils to respond personally to worship themes. Many pupils take these opportunities to 'chat with God', which helps them to feel peaceful and assured. One pupil articulated that prayer gives them 'confidence to do the things you fear.' Pupils from a range of faith backgrounds share their experiences and special celebrations within Christian worship. This cultivates a sense of unity within worship where all are welcome, valued and supported to develop their spirituality.

Staff demonstrate a shared approach to spiritual development. Some pupils understand this, but many do not have a shared way to talk about spirituality. Leaders have prioritised the development of curricular opportunities to inspire curiosity, foster fascination, experience wonder and strengthen reflection. As a result, pupils are inquisitive and ask thoughtful questions in a range of subject areas. Consequently, pupils access deepening opportunities across the curriculum that enhance their spiritual flourishing.

The vision for an 'exciting and progressive curriculum' is underpinned by leaders' unwavering determination to realise the vision for all. Barriers to flourishing are identified and overcome. Adaptive teaching ensures that pupils with special educational needs and/or disabilities (SEND) access the curriculum with high expectations for all. Through the 'forest school' initiative, all pupils access outdoor learning activities that increase wellbeing and build resilience. Individuals who need

additional emotional and mental health support access sessions with the school's trained 'Emotional Literacy Support Assistant'. As a result, all pupils engage with a rich curriculum that reflects the vision. Parents attest to the transformational impact of actions taken to support vulnerable pupils. This results in positive changes to pupils' emotional wellbeing, friendships, attitudes towards making mistakes and academic progress. Leaders create a workplace where staff workload and wellbeing are carefully considered. This results in highly motivated staff who thrive in their work. Opportunities to value faiths celebrated within the community naturally enrich school life. As one parent expressed, 'At Howick they don't tell you you're a family, they just make you part of it.' Thus, the vision creates a warm, loving and openly inclusive culture where people thrive.

Opportunities for pupils 'to meet the challenges of our changing world' are progressively planned through rich curricular and extracurricular activities. Specially selected texts and engagement with inspirational visitors support pupils to study themes of race and disability. Pupils learn about advocates who make a difference to others and lessons prompt pupils to consider environmental issues. Thus, pupils gain a sound understanding of justice and a passion for equality. Year 5 and 6 pupils designated as 'Courageous Advocates' support classes to target injustice through social action. Thus, pupils are empowered to engage in a host of actions to protect the environment and tackle poverty. This includes collecting items for international aid, supporting the local foodbank, addressing homelessness and ensuring the school is environmentally friendly. Pupils visit and raise money for 'Galloways', a local sight loss charity, which develops their understanding of unseen disabilities. Engaging discussions in school flow into the home leading some families to respond through activities like litter picking. Consequently, pupils develop as rounded individuals who are equipped and impassioned to make a difference.

RE holds a valued profile within the school community. Pupils enjoy creative and engaging lessons where they learn about a range of world faiths, including Christianity. Enrichment activities and visits to places of worship, deepen pupils' understanding of world religions and celebrations. The RE curriculum enables pupils to ask 'big questions', learn about beliefs and consider how people of faith live. Pupils develop a strong understanding of Christianity. They can explain several theological concepts and talk about diversity within Christian practices. However, pupils' understanding of diverse beliefs and practices within some world faiths is limited. Pupils do not learn about non-religious worldviews. Teachers regularly access high-quality diocesan and in-house training that develops their subject knowledge and improves their practice. Thus, staff deliver an RE curriculum that expresses the vision, inspires curiosity and fosters respect.

The inspection findings indicate that Howick Church Endowed Primary School is living up to its foundation as a Church school.

Information			
Inspection date	14 November 2023	URN	119364
VC/VA/Academy	Voluntary controlled	Pupils on roll	107
Diocese	Blackburn		
MAT/Federation			
Headteacher	Pamela Maloney		
Chair	Emma Roberts		
Inspector	Ali Rice	No.	2103