

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Helen's Church of England Primary School, Hollins Green	
Address	Birch Road, Rixton, Warrington, WA3 6JS
School vision	
<p>'In His Footsteps, We Love, Learn and Shine Together.'</p> <p>St Helen's Church of England Primary School strives to provide a safe, happy and nurturing environment which puts the needs of our children at the heart of our school. From this strong foundation we support each child by developing resilience, confidence and self-belief through our shared Christian Values of: Love, Hope, Thankfulness, Courage, Forgiveness and Truthfulness.</p> <p>'You are the light of the world... Let your light shine before others.' Matthew 5:16</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision impacts significantly upon all areas of this highly effective Church school. Underpinning all policy and practice, it enables both adults and pupils to thrive professionally, academically and personally. Part of the daily language of the school, it translates into the rich learning and experiences promoted by the SHINE curriculum. • Leaders, including governors and the Liverpool Schools Diocesan Trust (LSDT) know and understand the community that they serve. This is accomplished through a proactive approach to communication and evaluation that is honest and forward thinking. • Relationships are a tangible strength of this happy, and nurturing school community. They extend beyond the daily school experience and shape relationships within the local community and trust. Parents value that they are recognised as partners in their children's education. • Collective worship is carefully planned to provide all, without compulsion, with a daily experience of prayer and reflection. It enables pupils in their understanding of the diversity of God's creation and opens their eyes to the world. This builds their capacity as citizens of the future and encourages their spiritual growth. • Religious education (RE) is appropriate to the context of this Church school. It enables pupils to grow in their knowledge and understanding of a range of world religions and worldviews. Learning encourages pupils to respond to big questions and develop their respectful curiosity about the beliefs and values of others. 	
Areas for development	
<ul style="list-style-type: none"> • Determine and embed a shared understanding of the language of spirituality. This is so that adults and pupils can recognise and express spiritual growth more effectively. • Develop assessment within RE so that it empowers pupils in their academic achievement and encourages each pupil to fulfil their learning potential 	
Inspection findings	
St Helen's is a Church school where leaders, including governors and the trust, prioritise the needs of	

both adults and pupils. They are at the heart of all their considerations. Leaders communicate and bring the Christian vision alive in ways that capture the understanding, enthusiasm and determination of everyone. This leads to policies and practices that meet the school's current context and seek to anticipate future needs. The unique vision reflects the trust's but empowers the school to respond to the specific requirements and ambitions of its community. It efficiently guides planning and the rigorous, robust evaluation that leaders complete of the actual, and potential, impact of decisions. The whole school community appreciates their relationship with the trust and Liverpool Diocese. They value the experiences, professional development, dialogue, support and challenge that these partnerships offer to adults and pupils.

Inspired by the vision, leaders ensure that the learning and other opportunities for pupils are deeply responsive to their needs. This enables their growth in wisdom and stature. Known by the acronym SHINE, learning encourages pupils to seek achievement, be hopeful, inspired, nurtured and to embrace equality and diversity. Pupils and parents recognise the impact this provision has upon the enjoyment of learning. This is equally true for pupils with special educational needs and/or disabilities (SEND). All are encouraged in their sporting, creative and spiritual flourishing through the extensive range of additional clubs and activities that occur. These are accessed before and after school, and during social times. As with formal learning, this excites pupils and enables them to develop their talents and interests. Although adults plan specifically for pupils to spiritually flourish through their learning, the impact of this is not always captured. This is because pupils, do not have the language to express with clarity, the impact that spiritual experiences have upon them.

Collective worship is a cherished part of each school day that everyone enthusiastically engages with. Pupil worship leaders meet weekly to assist in planning and evaluating worship. They understand and take pride in their role. Consequently, they take the initiative in building prayerful, reflective experiences. This effectively enhances the spiritual flourishing of both adults and pupils. Simple routines empower all in their understanding of the Trinity. Increasing familiarity with Bible stories helps everyone to see how God and the example of Jesus affects the lives of Christians. Pupils explain that knowing what Jesus did, helps them in their efforts to follow in his footsteps. Careful planning of worship celebrates the church and secular calendars. It enables the school community to appreciate prayer and reflection in words and music. Prayer is recognised as a powerful Christian response to personal, local, national and international events. The Picture News resource makes a significant contribution to worship and leaves an impression upon pupils. They see its themes as relevant, awareness raising and as a route to understanding God's world and responding to His creation. Worship allows for prayers, including the cherished trust prayer, and quiet thinking time to punctuate each day. Adults, including parents, know that they are invited rather than compelled to worship. They appreciate this respectful approach, as do the pupils themselves. The local church welcomes the school for key Christian celebrations including Harvest, Christmas and Easter. This collaboration is mutually supportive and enriching for both the school and the parish. Creative initiatives such as the 'ministry of cake' and the Advent 'travelling nativity' extend opportunities for spiritual flourishing beyond school worship.

A culture of dignity, integrity and respect supports relationships within, and throughout, this nurturing school. This extends to partnerships with parents, the trust, the diocese and the wider community. It supports pupils and adults pastorally, professionally and in their learning. For leaders, maintaining and enhancing the mental health and wellbeing of all is a priority. Adults value the help they receive from colleagues and the trust. In turn, through provisions such as the 'soft landings' morning welcome, adults support pupils who feel vulnerable, even temporarily, with care. As a result, all feel secure and valued by, and within, the school community. There is a high importance placed upon the Christian values of trust, truth and forgiveness that shape daily interactions. This supports attitudes to behaviour. All appreciate that mistakes occur, but that reflection and fresh starts follow. Pupils have a particularly mature response to the school's approach and take

responsibility for their actions. Consequently, behaviour is good and attendance high because pupils want to attend. They view their school as a safe place because adults encourage them to be so in their actions and relationships. Year 6 pupils are proud to buddy and nurture the youngest members of the community. In this they are worthy role models. Pupils of all ages are encouraged, and successfully contribute to the school family through leadership roles. These include as librarians, councillors, friendship ambassadors and eco team members.

Jesus' instruction to 'let your light shine before others' Matthew 5:16, empowers this generous community to act on behalf of others. Leaders consciously seek opportunities for all within the school community to work as agents of change. This successfully promotes both preparation for future independent citizenship and demonstrates the influence of the vision in action. Leaders have established highly regarded partnerships within the local village that encourages pupils in their care and stewardship of the community. Amongst other ways, the school community demonstrates this by singing at village events, attending fetes and litter picking. They collect for, and support foodbanks. Thus, pupils become sensitive to the needs of others and have embedded the school as a valued village partner. Pupils help to identify the national charities that they fundraise for and are exceptionally proud of their sponsorship of Mismurch, a Ugandan boy. They have a developed sense of the challenges that he faces and appreciate the impact that they make upon his life opportunities. Pupils consider this response as a just sharing of God's resources.

Leaders ensure that learning in RE is challenging, interesting, accurate and meets the expectations of RE in a Church school. Using the diocesan and trust recommended 'Questful RE' resource, pupils are encouraged in their enquiry-based learning. Consequently, they respond to, and ask, big questions. They learn about a range of religions and worldviews. This helps them to develop a sensitive and respectful appreciation of the impact of religion upon the lives of believers. In this, the school's approach of visiting places of worship and invitations to members of world religions to visit the school is fundamental. It brings learning alive, exciting pupils and enriching their understanding of the beliefs and practices of others. In this way, RE importantly extends pupils' appreciation of difference and diversity in society. Learning is carefully arranged to enable pupils to respond in age-appropriate ways to recurring themes and theological and philosophical ideas. They use religious terms with accuracy and make good progress in their learning. School monitoring, verified during the inspection, indicates that the teaching of RE is good. However, assessment is underdeveloped and therefore, pupils do not always appreciate how to improve their work and fully realise their academic potential.

The inspection findings indicate that St Helen's Church of England Primary School is living up to its foundations as a Church school.

Information			
Inspection date	11 December 2023	URN	146412
VC/VA/Academy	Academy	Pupils on roll	110
Diocese	Liverpool		
MAT/Federation	Liverpool Diocesan Schools Trust		
Headteacher	Catherine McDonald		
Chair	Gemma Holmes		
Inspector	Fiona Ashton	No.	860

