



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Poulton-le-Sands Church of England Primary School	
Address	Church Street, Morecambe, LA4 5QA

School vision

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and delight in one another. In faith, we are refined through challenge, growing with God, together.
‘The light shines in the darkness and the darkness shall not overcome it.’ John 5:1

School strengths

- The Christian vision is deeply embedded. The shared commitment to the vision supports the flourishing of pupils and adults within a loving and supportive school environment.
- The curriculum is purposefully designed in line with the school’s setting and Christian vision for pupils to flourish. As a result, they enjoy their learning and pupils with additional needs are well supported to succeed.
- Leadership is strong and nurturing. The wellbeing of the whole community is a priority. This culture is exemplified by positive interactions throughout the school environment.
- Inspirational collective worship is exceptionally well planned, monitored and evaluated. Consequently, all experience a daily act of worship that is rich, varied and encourages individuals in their personal spiritual growth.
- Religious education (RE) is highly valued by the school community. Pupils are given opportunities to discuss the diversity of religions and worldviews and reflect upon beliefs, including their own.

Areas for development

- Develop and embed a language for exploring spirituality. This is to enable the community to use a shared language to explore, recognise and articulate their spiritual growth.
- Fully refine the use of assessment within RE. This is so that adults know how well pupils learn and pupils understand how to implement the next steps in learning.

Inspection findings

The Christian vision at Poulton-le-Sands is the heartbeat of the school. Inspiring leaders, dedicated staff and supportive governors wholeheartedly promote the vision. Pupils and adults understand the source of the vision and articulate it with absolute conviction. As a result, the school’s expression of its vision is seen, felt and heard every day.

The school’s vision that it is a sanctuary, forging a future together for the whole community is lived out daily. As a result, it is transformational for adults and pupils. Families are embraced whether they have a faith or not. Therefore, all are valued members of this inclusive community, who demonstrably delight in one another.

The school's distinctive Christian vision is the driving force of the leaders' strategic direction and action. It motivates all decision making so that futures are forged for the whole community. Governors play a particularly important role in this success. Their deep understanding of the school story and its foundation enables them to apply the vision to all planning and policy setting. Examples of the vision in action are evident throughout the school, showcased in strong supportive relationships between adults and pupils.

Visionary leadership responds to the specific needs of the community, tailoring a curriculum to reflect their context. The carefully crafted curriculum inspires a joy of learning and enables pupils to flourish. Parents and staff speak enthusiastically about how it helps pupils to nurture their curiosity. This is through a range of experiences, such as extra-curricular opportunities and those on the lifeboat list. The lifeboat list offers a range of opportunities for pupils to have extraordinary experiences. These provide pupils with encounters that develop resilience and independence. They are varied, with some as simple as paddling in the sea or as exciting as performing in a play. All learning builds on prior knowledge and prepares pupils for the next steps of their education. This enables them to think carefully about forging their futures. The most vulnerable pupils are well cared for. All staff support families to help pupils overcome barriers to learning. Care is taken to ensure that pupils with special educational needs and/or disabilities (SEND) receive the extra support in lessons that they need. Personalised interventions and small group sessions are effective in aiding pupils with their learning. As a result, pupils, including those with additional needs, can flourish.

There are many implicit opportunities for spiritual development in the curriculum including discussions of big questions, multi-faith days and reflection areas. However, whilst leaders are clear about what spirituality entails, there is little evidence that this understanding is shared by pupils and adults. Those in the wider school community do not share a common language of spirituality. Consequently, opportunities to explicitly promote, develop and express spiritual flourishing within the curriculum are limited.

Collective worship is at the centre of Poulton's daily life. It promotes the school vision and brings a tangible sense of family and community. Worship is invitational, thought-provoking and interactive, enabling pupils and adults to be fully engaged and challenged. A relevant programme for worship, carefully planned with the local clergy, follows the Christian calendar. This provides excellent opportunities to explore and embed the school vision and values. It is highly inclusive enabling those who have a religious faith and those who don't to engage with joyful singing, readings and interactions. This enhances the spiritual development of adults and pupils. Prayer is a central, and highly valued, part of school life. Staff regularly pray for each other, and pupils are keen to offer their own prayers in worship and in reflection areas. Pupils are enthusiastic in their participation in worship, including the opportunities to plan and deliver to the whole community. The inspirational worship encountered and opportunities to talk about beliefs lead many staff, parents, and pupils to explore their own personal faith. The weekly worship in church, to which all are invited, has cultivated a curiosity and a flourishing of faith. The ways in which the school and the local church work together has a significant impact on the local community. The partnership with the school has a 'transformational, measurable and definable impact'. This close partnership has strengthened not only worship within the school, but also parish worship and growth in the church family.

Through difficult social circumstances and demanding local challenges, the school has been inspired by the vision. This leads to imaginative solutions in their relentless and successful work to remove barriers or hinderances which arise. For instance, the school employs a family and pupil support worker. This ensures that parents, staff, and pupils receive personal support when experiencing difficulties. As a result, highly effective, individual, and bespoke support is facilitated for those who need it most. Mental health and wellbeing are taken seriously with appropriate provision for pupils

and staff prioritised.

Pupils enjoy attending the school. This is seen through excellent behaviour and positive relationships across the community. There is a strong culture of love and respect for each other; they delight in one another. They know that things go wrong sometimes but because of the inspiring staff role models, they seek solutions, forgive, and move on. Parents are highly supportive of school staff, speaking with enthusiasm about their encouraging and inclusive welcome. They recognise the school as a place where their children thrive, a sanctuary of love where every day is a new day.

Justice is highly valued. Adults and pupils understand their role within the context of the vision. They want to become the light that shines in the darkness that their vision speaks of. They engage in campaigns and causes, carefully chosen by the school council. Supporting local wildlife trusts, carrying out litter picks and collecting food for Morecombe Pantry are typical of action that pupils engage in. The desire to make the right decisions, socially and environmentally, is encouraged in the classroom and through worship and extra-curricular activities. In their commitment to raising awareness of global and social issues, pupils demonstrate a responsibility to take care of their community and world.

The RE curriculum is well sequenced and provides pupils with a variety of topics that embrace Christianity and different worldviews. Lessons are well planned, engaging, and challenging. Impactful diocesan training has enabled the RE leader to provide high quality support for teachers within the school. Regular monitoring is in place, facilitated by leaders and governors. This ensures that there is an accurate picture of what is being delivered and pupil engagement. However, assessment in RE is underdeveloped. It is not sufficiently refined to fully inform leaders of the effectiveness of pupils' learning in RE. Pupils' opinions are sought and contribute to the evaluation of the effectiveness of teaching and learning. Pupils talk with enthusiasm about their learning in RE, particularly visitors and the multi-faith day. Events such as these help them to understand more about differing beliefs, diversity within religion, and worldviews. Pupils respond well to sacred texts and are beginning to develop their religious literacy.

These inspection findings indicate that Poulton-le-Sands Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	19 March 2024	URN	119538
VC/VA/Academy	Voluntary aided	Pupils on roll	160
Diocese	Blackburn		
MAT/Federation			
Headteacher	Victoria Bould		
Chair	David Woodhouse		
Inspector	Natalie Dodd	No.	2201