



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Priory Parish Church of England VA Primary School, Birkenhead	
Address	Aberdeen Street, Birkenhead, CH41 4HS

School vision
As a Christian Family, together, we realise our God-given ability to change the world.

School strengths
<ul style="list-style-type: none"> • The Christian vision and values stem from the school's deeply Christian ethos. It is shared by leaders' accurate understanding of its local context. It permeates every aspect of school life and enables staff and pupils to support change. • The extensive pastoral support given within the school means that pupils and adults feel valued and cared for. Leaders sensitively address the varied needs individuals in their community. • Collective worship is a significant part of each day in which pupils and adults fully participate. Spiritual growth is evident and moments of stillness and calm are appreciated. • The strong relationship between the school and church creates valuable opportunities to enable transformational change for some families within the community. • The vision drives the breadth of the curriculum and how it is tailored to meet the needs of pupils. Those with additional needs are well supported and, as a result, succeed.

Areas for development
<ul style="list-style-type: none"> • Embed the religious education (RE) curriculum to strengthen the understanding of all world religions. This will enable pupils to deepen their spiritual flourishing. • Develop a shared understanding of spirituality so that opportunities for spiritual development in the curriculum are fully recognised, used and articulated. • Building on the understanding that pupils gain through the curriculum, further develop their role as agents for change. This will give them the ability to extend their challenge of social injustice at a national and global level.

Inspection findings
<p>The inclusive Christian vision is lived out in all its fullness at The Priory Parish Church of England Primary School. It is clearly understood by leaders, pupils and members of the wider community. There is a genuine passion across the whole community to change the lives of people through faithful service. Through the story of the Good Samaritan, the pupils learn the importance of showing love and practical support towards someone in need. This inspires them to demonstrate this type of compassion towards one another and those who live wider afield. Leaders, including governors know their community well and work closely with parents and members of the local church in their mission to change lives. Governors understand their strategic role well and ensure that the vision shapes and drives all school priorities. They monitor and evaluate the impact of the vision, ensuring best outcomes for all. The vision is meaningfully lived out through the school's</p>

values. Pupils and staff realise their responsibility to use their abilities to initiate change. The love and respect that is demonstrated enables flourishing.

The curriculum has been carefully designed to meet the needs of pupils and strengthen learning. Improving knowledge promotes academic growth and developing skills elevates pupils to a position of being able to make change. Pupils experience opportunities for spiritual exploration through texts in English and discover units in geography that explore social injustice. Pupils are encouraged to consider the bravery of the actions of young people through novels. As a result, they are able to ponder on their own attitude to the world's inequalities. Some pupils have acted upon this and initiated some action in raising money for local homelessness. Social action is not fully apparent at a national or global level. Spiritual moments are evident within the curriculum. However, they are not fully recognised by staff or pupils and therefore cannot be articulated clearly. Extracurricular activities enable pupils to experience new environments such as the beach. These experiences, together with planned residential visits, enable pupils who have a Christian belief to experience God in nature. It helps to develop spirituality.

Collective worship is inspiring and all members of the community actively engage with this special time of the school day. The singing is uplifting and pupils demonstrate impressive biblical knowledge. Opportunities for stillness and quiet reflection are planned for. These moments help staff and pupils to contemplate how they can improve themselves. A strong culture of prayer is evident. Prayers are said throughout the school day and enhance moments for spiritual growth. Reflection areas around the school encourage pupils to offer thoughts and prayers related to the school's vision and values. This offers opportunities to deepen spirituality. Leaders plan thoroughly for a variety of worship experiences and a thriving partnership with the local church richly enhances this. Searching questions are explored which meaningfully challenges spiritual thinking. Worship is inclusive and successfully demonstrates the school's Christian vision and values allowing staff and pupils to grow spiritually. Staff and pupils enjoy attending church services and a number of pupils contribute to Sunday services throughout the year. The strong partnership between school and church is enabling spiritual flourishing and is transformational in the lives of some families.

The school's Christian vision inspires the school community to value each other. The wellbeing of every member of the school community is a high priority and enables adults and pupils to flourish. Leaders understand the challenges to mental health and the impact that this can have on pupil progress. Staff expertise in this area is secure through training and church members are a visible and supportive presence. They provide invaluable practical and spiritual support for staff and families within the community. As a result, pupils are able to express the importance of valuing themselves and others. They treat each other with respect and demonstrate resilience when faced with challenges. Parents appreciate the way that staff 'go above and beyond' for their children. Staff value being part of a supportive team. The pastoral team offers a wide range of support throughout the school year for families. This strengthens relationships between school and the community whilst providing vital practical and emotional assistance.

The Christian vision is realised as pupils seek to 'change the world' in practical ways within the local community. This work includes litter picking in the local streets and providing food for the local foodbank. Across the school, pupils regularly discuss current issues of inequality and injustice. They conduct powerful debates about discrimination which help them to consider the rights of all to live free of prejudice. The Eco team are passionate about making a better world and the school holds the Green Flag award for their work in this important area. Project work undertaken with the police is empowering pupils to make better choices.

Leaders have ensured that RE is well-planned and delivered. A new RE curriculum has been introduced this year which is providing new challenge for all. It is sequenced and relevant and pupils

are enjoying the creative recording of their learning. Impactful training from the diocese enriches the school's provision of an engaging curriculum. As a result, pupils' knowledge and understanding of Christianity is deepening. Pupils speak enthusiastically about RE and some pupils are able to articulate knowledge of other world religions and views. Pupils see their RE lessons as a safe space to ask big questions and critically reflect on the answers. They are comfortable in expressing their views and mutual respect exists in debate evoking a freedom to talk honestly. The new curriculum provides many opportunities for spiritual flourishing. Pupils' breadth of understanding of Christianity as a global, living faith and other world faiths are less well developed.

Pupils engage well in lessons and readily discuss the subject content. There is a mutual respect evident when sharing opinion or asking questions. Pupils are able to express their learning using appropriate subject specific language. Teachers use assessment carefully, enabling them to support and challenge pupils effectively. As a result, pupils demonstrate that they have secure knowledge of the content covered and are making good progress.

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

Information			
Inspection date	22 March 2024	URN	105085
VC/VA/Academy	Voluntary aided	Pupils on roll	193
Diocese	Chester		
MAT/Federation			
Headteacher	Greg Edwards		
Chair	Deborah Wilkinson		
Inspector	Anna Brooksbank	No.	974