

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Fleetwood's Charity Church of England Primary School | | | |
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| Address | Mill Street, Preesall, Lancashire. FY6 0NN | | |
| Date of inspection | 05 December 2019 | Status of school | Voluntary aided primary |
| Diocese | Blackburn | URN | 119558 |

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| Overall Judgement | How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? | Grade | Good |
| Additional Judgements | The impact of collective worship | Grade | Good |
| | The effectiveness of religious education (RE) | Grade | Good |

School context

Fleetwood's Charity Church of England School is a primary school with 128 pupils on roll. The majority of pupils are of White British heritage. None of the pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs is above national averages. Since the previous denominational inspection, a new vicar and a new chair of governors have been appointed. Over the last 18 months, volunteer clergy have stepped up to support the parish and school.

The school's Christian vision

'You are the light of the world. A city (school) built on a hill cannot be hidden'.

Matthew Chapter 5, verse 14 (adapted)

Our Christian vision is to guide and support our children to become shining examples of God's love as they grow through our school and onwards into their lives. Enjoying learning, and loving God's world and the people in it – loving, laughing & learning.

Key findings

- The school has made progress from the previous denominational inspection. This is particularly evident in the renewed Christian vision. This vision enables all pupils to flourish as 'shining examples of God's love'.
- Exceptionally inclusive relationships, based on Christian love, have a significant impact on all members of the school community. This ensures a safe and nurturing environment, cherishing every child.
- Collective worship is inspiring and impacts on the spiritual development of the whole school community. Although pupils enjoy worship, they have limited opportunities to provide feedback.
- Religious education (RE) has a high profile across the school and, as a result, it supports pupils' wellbeing and their personal development well. However, aspects of monitoring RE to ensure continued improvement is less effective.
- Although pupils are aware of poverty and injustice, specific actions to address such issues are under-developed. However, pupils across the school are taking a lead in tackling environmental issues.

Areas for development

- Embed the school's renewed Christian vision so that it underpins key documentation and practice, resulting in the vision being fully understood and applied across the school.
- Formalise the evaluation of worship in order to deepen pupils' spiritual development and increasing their engagement in routinely planning, leading and evaluating worship
- Enhance the quality of teaching and learning in RE through effective monitoring of standards across the subject.
- Extend pupils' engagement in social action to include a wider range of global issues, such as poverty and injustice.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's Christian vision has been developed and renewed from a long established, theological background. The adapted gospel verse of Jesus as the light of the world and a city on the hill is highly effective. It accurately reflects the school's geographical context as well as positively highlighting the aspirations for the school community. The accompanying strapline of 'love, laugh, learn' makes it easily accessible and therefore supports pupils growing understanding of the vision. A governor referred to the school shining. He commented that the school 'wants each child to shine, to switch on their light and to be a light within the world'. Although the adapted vision has been introduced to the school community, there are some aspects that do not reflect the recent review. This is evident in some policy documents and elements of the school's website.

The vision is highly inclusive. Staff provide mindfulness activities and reflection time, giving pupils the much-needed space to be ready to learn. This has developed a strong culture of respect and reconciliation. A parent explained that 'everyone is accepting of everybody'. Staff reiterated this sentiment saying, 'everybody is accepted for who they are'. Shared Christian love permeates school life. The introduction of cross age family groups has encouraged this supportive approach. As a result, pupils and staff flourish as cherished members of the school community.

The school enjoys a variety of mutually beneficial partnerships, especially with the local church. Members of the church help in the school. Likewise, shared fundraising activities and resources have cemented the strong bond between church and school.

Staff skills and knowledge have grown through effective professional development. For example, the development of the reception class's outdoor area, using natural materials, has impacted on younger pupils' wellbeing and general calmness. Preparation for inspection has also deepened the staff's understanding of the school as a church school. The school is proactive in developing future church school leaders. Having been supported through appropriate training, the deputy has recently been appointed as acting headteacher for a day a week. Governors provide considerable rigor and challenge in the school's self-evaluation. As a result, they know the school well, recognising small school cohort variations and engaging in effective ongoing detailed monitoring. This ensures continued school improvement. Since the previous denominational inspection, the school has addressed the recommendations made. This focused on a new logo that now fully reflects the school's Christian foundation.

The school's vision and values are at the heart of meeting pupils' needs both for their wellbeing and academic success. Therefore, key decisions have a positive impact on outcomes for pupils. This includes the use of a learning mentor and focused intervention in raising standards from pupils' individual starting points. The staff respond well to pupils' specific needs, celebrating strengths beyond the curriculum whilst also providing targeted support. The school is committed to pupils enjoying a variety of experiences that enrich their learning. This has included inspirational visitors to school, the introduction of dance classes and every class engaging in a woodland activity programme. A pupil commented that a visitor in a wheelchair had 'inspired me that I could do more things than I thought I could do'.

Pupils said that the school vision helped them to be kind and encouraged them to help the world. The school supports the pupils in sharing their ideas. For example, school council initiatives and an annual public speaking competition encourage the pupils, equipping them to become effective courageous advocates. The school's commitment in helping pupils challenge key issues is demonstrated in a whole school beach litter pick and letters about a supermarket's use of palm oil. However, pupils' actions have largely focused on the environment. Although not engaged in social action projects, pupils do have a knowledge and awareness of poverty and social injustice.

Collective worship has an important role in the school's daily life. The school community enjoy the special time that worship provides. One member of staff commented, 'I always come out of worship smiling, feeling calm and enlightened'. As with other aspects of the life of the school, worship is also highly inclusive, using accessible vocabulary and creative activities. Pupils are joyous in their worship. Staff spoke of being regularly moved to tears

by the pupils' hymn singing. Pupils value prayer and time for reflection. Both have a positive impact on pupils' wellbeing. One pupil spoke of praying whilst on his horse and another used prayer as a way of 'connecting with God'. Pupils are familiar with the Lord's Prayer and they have time set aside for prayer at different times during the school day. Pupils' own prayers and poems are sometimes included in worship. The local congregation remarked on the quality of poems written for a special Easter worship in the church. Pupils enjoy participating in the delivery of worship and in choosing some of the content. Staff and pupils provide some informal feedback to worship leaders. However, pupils planning, leading and evaluating worship is not embedded across the school. Pupils are beginning to acquire an awareness of the Christian idea of God as Father, Son and Holy Spirit. Pupils knowledge of ways in which Anglican Christians worship is enhanced through worship being led by different local clergy.

RE has a high profile in the wider curriculum and the school has firm plans in place for developing the subject. This is particularly evident in how the school has embraced the new RE syllabus. As a result, pupils are more confident in their questioning approach. A supportive environment enables pupils to develop their own thinking in considerable depth. Consequently, pupils are confident, eager learners. Multicultural weeks and themes, such as holy texts, are effective in enabling pupils to acquire a respectful understanding of world faiths. Other topics covered in RE are firmly rooted in biblical texts, enabling pupils to gain a good understanding of Christianity as a living world faith. For example, pupils investigated different Christmas traditions around the world, such as Sweden's St Lucia's Day. Strong leadership demonstrates good knowledge and understanding of expectations for the subject. As a result, there has been effective support for the staff in the delivery of good quality RE. The school meets its statutory requirements for both RE and collective worship.



The effectiveness of RE is Good

RE is taught well. Teaching is exceptionally inclusive, resulting in every pupil accessing the content and making progress from their individual starting points. Assessment is supported by portfolios of work that demonstrate progress across different themes. Teachers monitor individual pupil attainment, half termly, at the end of each RE unit. However, a deep understanding of standards in RE is not established, which means that there is no clear overview of the subject as a whole.

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| Headteacher | John Belshire |
| Inspector's name and number | Jo Williams 863 |