

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Heyhouses Endowed Church of England Voluntary Aided Primary School	
Clarendon Road North, Lytham St. Anne's, Lancashire FY8 3EE	
Current SIAMS inspection grade	Outstanding
Diocese	Blackburn
Previous SIAMS inspection grade	Outstanding
Local authority	Lancashire
Date of inspection	19 April 2018
Date of last inspection	February 2013
Type of school and unique reference number	VA 119693
Headteacher	Elizabeth Hodgson
Inspector's name and number	Anne B. Woodcock 445

School context

Heyhouses is a larger than average school in St. Anne's on the Fylde coast. The vast majority of the 607 pupils are of White British heritage and they come from mixed socio-economic backgrounds. Although the proportion of pupils for whom the school receives additional funding for social disadvantage is lower than average, it has increased significantly in recent years. The school supports a lower than average number of pupils with special needs and/or disabilities. The school is on a split site. New building completed in 2014 has provided fifteen classrooms for Key stage 2 and reception pupils, a large hall and additional teaching and office spaces. Years 1 and 2 are housed in the original infant building. The school benefits from extensive outdoor facilities which include a new eco-pod for sports and experiential learning.

The distinctiveness and effectiveness of Heyhouses Endowed as a Church of England school are outstanding

- The exceptionally strong Christian leadership of the headteacher, ably supported by dedicated staff and skilled governors, has inspired all aspects of church school improvement. This has created a distinctly Christian learning environment in which every member of the school community can flourish and achieve.
- Pupils' exemplary behaviour and remarkably positive attitudes to life and learning reflect their understanding and use of well-established Christian values.
- Pupils' outstanding spiritual and personal development is exceedingly well supported through the creative curriculum, religious education (RE), collective worship and strong links with the church.
- Nurturing relationships, based on Christian respect and hope, support and inspire staff, pupils and their families.

Areas to improve

- Support other church schools in their development by sharing Heyhouses' excellent practice and expertise.
- Strengthen the evaluation of collective worship further through gaining more immediate feedback from pupils, staff and visitors. This is so that the impact of worship experiences can be assessed more accurately.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school's established Christian vision and values are thoroughly understood and embraced by all members of the school family. 'We want everyone in our school to live happily together. There is a place for everyone,' stated a Year 5 pupil. The calm, purposeful and welcoming atmosphere, which is immediately felt by visitors, creates a truly Christian learning environment in which everyone is supported and inspired to achieve. Relationships across the school are remarkably strong. Staff, pupils and parents say that they feel valued and respected. This is because the Christian values of trust, hope and friendship are at the heart of everything that is planned and achieved.

Behaviour is exemplary as pupils consistently strive to treat others with Christian respect and love. Their attitudes are remarkably positive because they thoroughly enjoy all that the school offers. As a result, attendance is good. Pupils are mature, articulate, confident and eager learners. Extremely good teaching, high expectations and the desire to provide the best possible educational experiences for every pupil, result in good, sometimes rapid rates of progress. This is reflected in standards of attainment which are consistently above national averages. Parents agree that the way in which their children are known and nurtured as unique individuals, despite increasing numbers, upholds the school's vision and values. Vulnerable pupils and those with special needs and/or disabilities are very well-supported. The exceptional work done by the pastoral support worker exemplifies the school's inclusive nature and determination to nurture and support pupils and their families.

Provision for pupils' spiritual and personal development and emotional well-being is excellent. The creative curriculum makes extremely effective use of outdoor learning and first hand experiences, such as the Year 4 Stone Age day seen on the day of inspection. Throughout the year, special events such as the big art day and the annual two week Music and Arts Festival, provide pupils with exciting creative experiences through which they develop key skills and express their ideas through performance, art and music. As a result, pupils' self-esteem and confidence blossoms. Regular outdoor learning ensures that pupils explore and appreciate God's creation. They have a well-developed understanding of their responsibilities to care for the world. This is exemplified by the bottle greenhouse used as part of their gardening projects. Vibrant displays across the school demonstrate the high quality of pupils' work and the depth of their understanding and reflection.

Pupils demonstrate a growing awareness of global issues such as disease and strife. They explain that they raise money for charities such as Children in Need and the local hospice because they want to help those less fortunate. 'Jesus taught us to love our neighbours and look after those who need our help,' explained a Year 4 pupil. Their awareness and understanding of diverse faiths and cultures is developed well through excellent RE. They appreciate and respect differences, including the way in which Christians in other countries celebrate and worship God. The link with a Christian school in Kenya supports this aspect of their understanding.

The impact of collective worship on the school community is outstanding

Collective worship is a pivotal and highly valued feature of the daily life of the school. Pupils' attitudes are remarkably positive because they feel fully included and involved. 'Worship helps us to learn about life,' stated a Year 5 pupil. Worship is a participatory and inspiring experience for all members of the school family. Pupils say that they really enjoy helping to act out stories or read during worship. Planning is firmly based on the Bible, Christian values and the life and teaching of Jesus. Pupils make clear links between Jesus' teaching through parables, Christian values and their own lives. For example, a Year 6 pupil explained that through the Good Samaritan story, Jesus showed how to treat others, no matter what their creed or race.

Pupils of all ages talk confidently about God and Jesus. 'God is a father who cares, a creator who knows us all and is always there for us like a friend,' explained a Year 6 pupil. Consideration is given to supporting pupils' awareness of the Christian concept of the Trinity. As a result, pupils know of the concept and seek to explain the mystery. 'Jesus is God in human form sent to save our sins and the Holy Spirit is in us all helping us to be creative,' explained a Year 6 pupil.

Pupils experience a range of different worship styles delivered by staff, clergy and occasional visitors. Clergy from St. Anne's and St. Margaret's churches are regular visitors. The school worships in church at festival times. They also experience the Eucharist in church each term. As a result, pupils are very familiar with traditional Anglican practices, such as the use of greetings and responses. They know traditional prayers and graces, including the Lord's Prayer. Prayer, reflection and praise are key features of worship. Pupils sing with great joy, enthusiasm and skill. Pupils take increasing responsibility for planning and delivering these and many other acts of worship. This is done through the pupils' hope council as well as in class groups.

Collective worship is monitored and evaluated effectively by staff, governors and pupils. However, although feedback is gathered from pupils at the end of each half term, they are not consulted on a more frequent basis. As a result, opportunities to gain insight into the more immediate impact of worship themes and events are missed.

The effectiveness of the religious education is outstanding

Pupils' attitudes to RE are extremely positive because they thoroughly enjoy their work. 'RE opens up another view point and way of looking at things,' explained one Year 6 pupil. All agree that the range of approaches used, together with in depth discussions through which they explore their own ideas and beliefs, makes RE an exciting subject which inspires and challenges their thinking.

Leadership of RE is of the highest quality. Passionate, knowledgeable leaders in both key stages ensure that staff are well-supported. The curriculum promotes the development of key skills such as investigation and analysis. It allows pupils to explore ideas and challenge stereotypes. The challenge of introducing the new syllabus has been greeted positively by leaders and staff who see this as a way of raising standards and further improving learning experiences.

Pupils make very good progress in RE. Standards are high, being at least in line with those achieved in other core subjects. This is reflected in vibrant displays, portfolios and pupils' work books. Robust assessment procedures track pupil progress and inform future planning. Pupils know how to improve their work through effective marking and feedback. RE is very effectively monitored and evaluated by staff and governors. Governors observe lessons, meet with teachers, support planning and share work scrutinies, so that they have a very clear idea of the curriculum, standards and progress.

Pupils are fully aware of diverse cultures and beliefs. They enjoy learning about religions such as Judaism and Islam. They are able to identify similarities and differences and talk about key features such as holy books and prayer. Visits to places of worship, including a synagogue and mosque, provide vital first-hand experiences. As a result, they respect difference. A Year 6 pupil stated, 'God wants us all to understand each other and be inclusive.' RE therefore makes a very significant contribution to pupils' spiritual, moral, social and cultural development and to the school's Christian character.

The effectiveness of the leadership and management of the school as a church school is outstanding

All members of the school family agree that the calm, inspirational Christian leadership of the headteacher drives all aspects of church school distinctiveness. Together with the deputy headteacher, senior leaders and governors, she has created a vibrant Christian learning community in which every member feels valued. This affirms the school's vision, 'to enable all children to become all that God created them to be'. Relationships across the school are harmonious and nurturing, so that everyone knows their well-being is considered in all decision-making.

Governors have a very clear understanding of their strategic role. They have secured extremely strong leadership for RE and collective worship. Both areas are well supported and resourced and they meet all statutory requirements. Issues from the last denominational inspection have been addressed and the impact of changes continues to be monitored. Governors ensure that the needs of all pupils are met through the careful use of human and financial resources. Decisions taken throughout the new build process and increase in size of the school were extremely well-considered. The needs of children were paramount, whilst ensuring that the school's Christian distinctiveness was maintained and developed. One parent explained, 'There is a welcoming family atmosphere where every child is known and supported. We could not want for more.'

Partnerships with the diocese, local churches and community exemplify the vision to serve Christ within the school and the community. Links with the parish church and other local churches support the prayer and community life of the school extremely effectively. The school is active within the community. They participate in annual events such as the Mayoral Maundy Thursday service. Pupils raise funds for local charities and entertain the elderly. Staff and governors benefit from diocesan training. This impacts strongly on curriculum development. Governors ensure that staff development supports middle and senior leadership roles. As a result, the school is very well placed to provide support for other church schools and promote future church school leaders. Wider world links support pupils' understanding of multi-cultural Christianity, diversity and global issues.

Pupils and parents know that their opinions are valued, respected and acted upon. Pupils take great pride in their personal and school achievements and are willing and enthusiastic members of a variety of groups and clubs through which they can 'make a difference'. The school is therefore exceptionally well placed to move confidently into the future and to share its experience, values and success with others.