

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Heyhouses Endowed Church of England Primary School

#### Vision

At Heyhouses we aspire to be all that God has created us to be.

'I can do all things through Christ who strengthens me.' Philippians 4:13

Firm Foundations - Ambitious Learning - Flourishing For Life

Heyhouses Endowed Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- Leaders' clear focus on the Christian vision results in a highly inclusive environment and a feeling of belonging. Individuals' talents are recognised and celebrated. As a result, pupils, including those who have special educational needs and/or disabilities (SEND), thrive.
- Guided by the vision, wellbeing is a priority for leaders. Their care extends across the school community. This creates an atmosphere of trust and nurture.
- Modelled by leaders, who embody the aspiration 'to be all that God has created us to be', the school's culture actively encourages service. As a result, pupils have a strong sense of responsibility towards others.
- The worship life of the school is joyful and vibrant. Shaped by the vision of 'Flourishing For Life', it impacts positively on the spiritual development of pupils and adults.
- Religious education (RE) teaching benefits from strong leadership. Consequently, the curriculum is both ambitious and carefully sequenced. This enables pupils to progress well in their learning, particularly in relation to Christianity.

#### Development Points

- Extend the RE curriculum to enrich pupils' engagement with a range of religions and non-religious worldviews. This is to enable them to gain a deeper comprehension beyond Christianity.
- Develop a shared understanding of spirituality to enable leaders to identify when and where spiritual development is happening. This is to ensure that spiritual flourishing is planned for in all curriculum areas.



## Inspection Findings

### Vision and Leadership

The school's vision, 'I can do all things through Christ who strengthens me' inspires pupils and adults to be the best version of themselves they can be. Staff members' potential is fostered by leaders, who support them remarkably well to take on new roles and develop in their careers. Staff value the trust shown to them by leaders. Consequently, they are thriving in their roles. Reflecting the vision for 'ambitious learning' and 'flourishing for life', pupils' individual talents, academic or otherwise, are recognised and nurtured. Creative, research-based measures are put in place to support their learning needs. Leaders, including governors, are relentless in evaluating the effectiveness of the provision offered and the impact of the school's vision. Courageous decisions lead to continuous evolution to meet pupils' needs, recognising that these change over time. For example, innovative staffing structures transform the lives of pupils who have SEND. As a result, Heyhouses is an exceptionally effective Church of England school.

### Vision and Curriculum

The aspirational curriculum is carefully shaped by leaders to reflect the school's vision and respond to the school's context. They ensure that the content, including extracurricular opportunities, broadens pupils' experiences. For example, carefully chosen texts in English enable pupils to encounter characters living in very different contexts than their own. Equally, trips and visits are carefully planned to expand horizons and build confidence. Pupils are supported to take risks in a range of age-appropriate ways. This builds their sense of self-worth and responsibility. Lunchtime and after-school clubs enable pupils to explore and develop their interests and discover new gifts and talents. There are a range of opportunities within the curriculum for pupils to explore their spirituality. The extensive grounds and forest school programme provide numerous opportunities to connect with nature. Similarly, the science curriculum encourages pupils in Key Stage 2 to relate to being part of 'something bigger than themselves'. For example, in exploring a unit on space, pupils reflect on what it means to belong within the wider universe. However, leaders have not established a consistently shared approach to discussing spiritual development with pupils. As a result, opportunities to foster deeper spiritual reflection are not always fully realised across all subjects.

### Worship and Spirituality

Distinctively Christian worship contributes significantly to the spiritual flourishing of pupils and adults. Pupils, their families, staff, governors and visitors value joyful acts of worship when the school community comes together as one. They are a highlight of the week for many. Music enhances the worship experience in these sessions. Adults are visibly moved by pupils' beautiful singing. Prayer and reflection are used powerfully to give thanks and to support one another. Pupils know that prayer is offered and invited, never required. This enables them to engage with integrity, whatever their faith or personal views. Key themes and messages introduced during whole school worship are unpacked in key stages or in class throughout the week. Thus, pupils have a clear understanding of Bible stories they have encountered and how they are relevant to their lives. For example, pupils relate the importance of forgiving their peers to the example shown by Jesus. Pupil worship leaders, the 'hope council', play a significant role in evaluating and shaping worship. They consult with peers regarding content, helping to ensure that acts of worship are engaging and relevant. Class-based worship enables pupils to make sense of current affairs and world events through a Christian lens. This provokes deep reflection which, in turn, aids pupils' spiritual development.

### Vision, Justice and Responsibility

Reflecting the vision 'to be all that God has created us to be', leaders strive to create a culture of justice. They have high expectations that pupils will take responsibility and serve others. Leaders are exemplary role models, giving their time sacrificially to support colleagues, pupils and families in extraordinary ways. Staff teach pupils the value of supporting others. For example, the school's prestigious 'charter awards' recognise and celebrate



acts of service and responsibility. As a result, pupils know that their rights and self-worth matter, but not at the expense of others. Pupils are given a range of leadership opportunities that develop their sense of responsibility. They take these roles seriously. Older pupils delight in supporting their younger peers in the classroom and during unstructured times. Leaders ensure that the curriculum affords opportunities for pupils to encounter and respond to injustice. For example, pupils debate the ethics around the use of animals in scientific experimentation. They also have a clear understanding of the legacy of enslavement from their studies in history. Pupils are introduced to role models who represent justice and equity, both historically and also through visitors to school. As a result, pupils know that they 'play a part in making the world a better place'.

#### Religious Education

Leaders ensure that the teaching of RE is prioritised. This is reflected in its place on the timetable. It is equally evident in the support from leaders given to those who teach RE and the resourcing of the subject. Strong leadership, enhanced by the diocese, creates a challenging, carefully sequenced curriculum. Pupils appreciate the varied and creative approaches to teaching that help to make learning accessible, enjoyable and memorable. For example, role play and drama assist them to understand and reflect deeply on key stories in the Christian narrative. Reflecting the school's vision that pupils are 'Flourishing For Life', RE teaching stretches pupils' thinking as global citizens. As a result, they relish opportunities to explore Christianity as a worldwide faith. This is particularly evident in their study of key Christian festivals. Opportunities for debating 'big questions', to which pupils are invited to share differing viewpoints, contribute to their spiritual development. They are supported in understanding their own self-worth, as well as that of their peers. Visitors to school and thoughtfully considered trips support pupils in encountering a range of religions beyond Christianity.

Pupils make strong progress in their RE learning, in relation to Christianity, aided by teachers' secure subject knowledge. However, by contrast, pupils' understanding of religions beyond Christianity and non-religious worldviews remains underdeveloped. Assessment in the moment, and at the end of units, is used effectively by staff to inform future learning.

#### Vision and School Culture

The remarkably inclusive culture at this school results in a strong sense of belonging. Reflecting the vision for 'Firm Foundations', robust induction policies and procedures for pupils and staff are carefully followed. This helps pupils and adults to settle well into the Heyhouses community. Parents and carers appreciate the extraordinary lengths to which staff go to get to know their children. They recognise that this is exceptional, 'especially given the size of the school'. Modelled by leaders, staff members' warm and nurturing approach helps to create loving and trusting relationships. Staff are proactive and innovative in finding ways to overcome barriers to learning or belonging, such as language. Consequently, those new to school, including pupils, their families and staff, feel welcome and valued whenever they join. Leaders' ongoing commitment to supporting the work of the 'coastal collective' family hub that they founded, helps to transform lives. Pupils and their families benefit significantly from the range of services made available to support them holistically. The wellbeing of staff members is key and measures to reduce their workload are prioritised. Success is evident in the stability of staff, many of whom are either former pupils or have extended lengths of service. The focus on relationships and belonging is what makes this school such a loving community.

## Information

Address	Clarendon Road North, St Anne's, Lytham St Annes, Lancashire, FY8 3EE		
Date	23 April 2026	URN	119693
Type of school	Voluntary aided	No. of pupils	575
Diocese	Blackburn		
Headteacher	Elizabeth Hodgson		
Chair of Governors	Michael Wiseman		
Inspector	Charlotte Tudway		