Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Aidan's Church of England Primary Academy

Vision

At St. Aidan's we want every child and adult to discover and develop their unique, God-given talents so that they may flourish as individuals and build strong foundations for a bright future.
'Fulfilling potential, growing in God.'

St Aidan's Church of England Primary Academy 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

- The school's Christian vision inspires the community to explore who they are and who they want to be. It is the driving force for leaders and enables pupils and adults to be confident and curious.
- School leaders are deeply responsive to the needs of their community. Their commitment to nurturing a sense of belonging for all has created a compassionate and inclusive school. As a result, pupils and adults flourish.
- Collective worship is valued and enjoyed. Leaders use a variety of creative approaches that inspire pupils and adults to explore their vision and values. This nurtures personal reflection and develops pupils' confidence and respect for others.
- A well-planned curriculum, rooted in the Christian vision, provides a breadth of opportunities for learning and celebration of personal success. It enables pupils to explore their uniqueness so that they recognise and value their own strengths and self-worth.
- The school's vision of bright futures for all, promotes an active culture of justice and responsibility. Pupils embrace opportunities to share their thoughts and respond to injustice that they see in the wider world. They understand that they can make a difference in serving others.

Development Points

- Extend the school's shared understanding and language of spirituality across the curriculum. Use this to plan opportunities to deepen pupils' spiritual growth.
- Widen opportunities for pupils to engage in a variety of perspectives on religious beliefs and practices. This is so that pupils develop a deeper understanding of their own beliefs and viewpoints.

Inspection Findings

Vision and Leadership

The Christian vision is at the heart of school life. Leaders ask themselves, 'What will achieve the vision?' and this drives and shapes the work of the school. Leaders understand the needs of those they serve and have reformed the vision, widening its scope to the whole community. Thus, the vision remains relevant and meaningful. The vision complements the multi-academy trust's vision to provide a clear aim for all to achieve their full potential. School and trust leaders use the vision to provide a clear direction for their leadership. This empowers them to make bold decisions. For example, leaders make significant investments into whole-school programmes that develop pupils' communication skills. This has led to substantial improvements in pupils' confidence and wellbeing. Dedicated governors provide appropriate challenge. This helps school leaders as they evaluate and monitor the impact of the vision. Leaders ensure that the vision is lived out in school through a number of carefully selected Christian values, such as acceptance and love. Staff and pupils appreciate deeply how, through living out the school's values, they are encouraged to aspire and flourish together in a welcoming and inclusive community.

Vision and Curriculum

Motivated to develop pupils' unique, God-given talents, leaders have designed a curriculum that aims for all to achieve their potential. A range of engaging learning experiences provides many opportunities for pupils to succeed. By skilfully tailoring a national programme to develop pupils' oracy skills, the curriculum enables pupils to speak confidently and actively participate in lessons. To support pupils who are at the early stages of language acquisition, staff use a consistent range of symbols within their teaching. Thus, pupils with a diverse range of needs are able to access lessons and find success in their learning. To further develop pupils' unique, God-given talents, leaders regularly welcome specialist teachers into the school. These lessons make a significant contribution to nurturing pupils' strengths and broadening their horizons, for example, in languages and sport. Leaders have developed a whole-school approach and shared language for spirituality. There are some opportunities for pupils to explore big questions within the curriculum. However, spiritual development is not planned intentionally within the curriculum. Thus, opportunities aimed at fostering pupils' spiritual growth are underdeveloped.

Worship and Spirituality

The school community values collective worship as a unifying experience, welcoming and accessible. Worship is led sensitively, responding to people's differences by inviting prayer or reflection. Partnerships with the local church enrich the worshipping life of the community. For example, local clergy support the planning and delivery of worship. This deepens pupils and adults' appreciation of church traditions. Leaders use creative approaches that offer pupils a safe space to explore their responses and consider the thoughts of others. For example, within a collective worship centred around Harvest, pupils engaged in compassionate reflection on how they could protect God's earth from pollution. Worship inspires people to look out, reflect on their uniqueness and think of what impact humans make on the world. This provides the school community with a way of thinking as they begin to develop an understanding of spirituality.

Vision and School Culture

The vision inspires a culture where people believe that they can achieve. To this end, leaders have implemented a comprehensive whole-school programme that has a significant impact on supporting pupils' wellbeing. Incorporating the latest research, staff teach pupils how to recognise, talk about and manage their emotions. This enables them to build positive and trusting relationships with others. Pupils know how to quickly access help if they need to, which enables them to feel safe and happy at school. Through offering effective support, leaders and staff have nurtured positive relationships with families. Close links between school and home, leads

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pupils to feel valued and nurtured, particularly those facing difficulties. Proactively supported by leaders, including at trust level, staff benefit from a range of training opportunities, enabling them to grow and flourish professionally. Staff appreciate how thoughtfully they are listened to and equipped. As a result, adults flourish in their professional and personal development and are a cohesive and happy team.

Vision, Justice, and Responsibility

The school's vision promotes an active culture where justice is explored and people take responsibility to act. Pupils understand injustice and believe that they can make a difference. Leaders provide many opportunities for pupils to lead and represent their peers. For example, through leadership roles, pupils take responsibility for others, modelling behaviours and school values in their community. They seek the views of their peers to actively contribute to school decision making. For example, as a result of gathering the views of their classmates, pupil leaders brought about improvements to the school's reward system. It now provides pupils with a wider recognition of success. Through the curriculum and collective worship pupils develop an understanding of global issues. For example, discussing climate change encourages pupils to share their own views and make connections to their lives. Discussion of local issues within school inspires pupils to respond. For example, pupils actively engage in community projects to support those in need, such as through the local foodbank. As a result, pupils have a well-developed understanding of how they can make a positive difference to the lives of others.

Religious Education

RE has a high status within the curriculum. Leaders focus on ensuring that the curriculum enables pupils to develop an understanding of a well-considered range of views and beliefs. Well-structured lessons on Christianity enable pupils to appreciate how faith inspires people to think and act. For example, pupils understand how and why Christians act to better the world. Through learning about a variety of world religions, pupils have a broad understanding of key symbols and holy writings. This supports pupils in recognising and appreciating diversity within their local community. Lessons encourage personal reflection. From this, pupils share their own views with confidence and respect. However, there are not sufficient opportunities for pupils to explore the variety of ways that people think about their faith. Thus, pupils' own perspectives and breadth of understanding is limited.

RE teaching is engaging and creative. Leaders' partnership with the diocese provides teachers with high-quality training. Through this, teachers are confident in their subject knowledge. Teaching in RE is enhanced by staff sharing good practice across the school. The school's focus on developing pupils' oracy skills enables them to engage actively in lessons and express their understanding well. Teachers encourage pupils from the range of faiths within school to share aspects of their beliefs and traditions. This makes a significant contribution to deepening pupils' understanding and appreciation of diversity within their community. Teachers assess pupils' learning accurately. This helps them to plan lessons that are adapted to meet the wide range of pupils' needs. As a result, pupils across the school learn well in RE and enjoy their lessons.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Norfolk Street, Mill Hill, Blackburn, Lancashire, BB2 4EW		
Date	3 October 2025	URN	141350
Type of school	Academy	No. of pupils	186
Diocese	Blackburn		
MAT	Cidari Multi-Academy Trust		
MAT Chair	Paul Robinson		
Headteacher	Kelly Harrison		
Chair of Governors	Stephen Dockerill		
Inspector	Terry Hart		