

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Winmarleigh Church of England VA Primary School

Vision

Jesus said 'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the greatest and first commandment. And a second is like it 'You shall love your neighbour as yourself.'

Matthew 22:37-39

Jesus told us that love is what God calls us to do. When we love God we should also love our neighbour as ourselves, because God loves us and our neighbour. Everyone including ourselves is a precious child of God, so in our school everyone is treated with respect and we want the best for each other. We believe that each person in the world is our neighbour and should be loved and treated with respect and helped to live the best life they can. God's love calls us to live for justice, kindness and respect for everyone.

Winmarleigh Church of England VA 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.

Strengths

- The updated Christian vision clearly underpins the life of the school. The vision has been carefully designed to meet the specific context of the school and its community. Staff, pupils, governors and families understand how the vision helps them to flourish.
- Inspired by the vision, leaders have designed a curriculum that provides pupils with a breadth of experiences. These enable pupils, including those with special educational needs and/or disabilities (SEND), to grow holistically.
- Collective worship is well planned and delivered. It offers many opportunities for prayer and reflection. These enable pupils to express their thoughts and feelings, leading to spiritual growth.
- Driven by the vision to 'love your neighbour as yourself', leaders have created a culture of respect. As such, this is a school where pupils and adults are understood, loved and nurtured.
- Strong leadership in religious education (RE) ensures that the curriculum meets the needs of pupils and supports teachers so that they teach well. Consequently, pupils enjoy and value their learning in RE and experience success.

Development Points

- Plan further opportunities in the RE curriculum that strengthen pupils' understanding that people approach and practise their belief in different ways. This is to deepen pupils' knowledge of the diversity within religions and non-religious worldviews.
- Extend pupils' existing experiences to empower them to actively engage in broader issues of justice. This is so that they understand how they can make a difference to the lives of others on a wider scale.



Inspection Findings

Winmarleigh Church of England VA Primary School is a caring and inclusive Church school. This is a place where people feel that they belong. Believing whole-heartedly that 'everyone is a precious child of God' drives the school forward. Policies, practices and the curriculum reflect the priority leaders place on nurturing individual success. Committed governors and key partners contribute well to school life. Governors monitor and evaluate the impact of the vision, leading to improvements. The vision is based on a deep understanding of the needs of the pupils and the tight-knit community that it serves. This outward-looking school creates a culture where pupils and adults 'enjoy, believe, achieve' as they journey through their time at Winmarleigh.

The school's vision of 'living the best life they can' directly shapes the well-constructed curriculum and the broad extracurricular offer. In order to widen horizons, leaders provide an impressive range of opportunities for pupils to learn new skills and experience new places. For example, introducing fishing in PE enables them to try a new sport and challenge misconceptions. Governors prioritise resources for trips to contrasting places, like London, so that pupils experience life in modern Britain. Each person is seen as an important individual within the school community and their flourishing is celebrated and valued. Pupils enjoy celebrating others' achievements, wanting the best for each other. This demonstrates the vision in action. Abundant experiences that develop pupils spiritually are planned across the curriculum. Pupils from the Early Years, for example, use the outdoors to collect value 'ingredients' when learning about being a good neighbour in RE. This experience helps pupils explore the outdoor space with their senses. Dedicated staff know pupils well and work tirelessly to tailor the curriculum to meet their needs. As a result, pupils with SEND thrive as they are included in learning opportunities with their peers. Materials related to equity, diversity and justice have been curated to impact on the curriculum positively. For example, pupils study explorers from a broad range of heritage backgrounds. Through this, they recognise how cultural bias can prevent success stories being more widely known.

Daily collective worship is always together as a whole school, instilling a sense of belonging. Staff and pupils cherish this time in the Conservatory, a space that is calm and full of light. Pupils enthusiastically engage with the teachings from collective worship and value the opportunity to lead worship each week. This builds their confidence and a sense of self-worth. Christian values are reinforced through biblical stories and opportunities for pupils to do follow-up activities are impactful and inspiring. They encourage pupils to reflect deeply about personal responses. For example, whilst exploring the value of Trust, pupils understood that, within Christianity, the symbol of the anchor is linked to strength. This helped pupils to talk about whom they could trust at times when they needed strength. A fruitful and longstanding partnership with St. Luke's church enriches pupils' and adults' understanding of Church practices and traditions. This deepens individuals' connection with a sense of spirituality. Families, staff and pupils worship together in church half termly, enriching the feeling of connectedness. Individual prayer and reflection are actively encouraged and this extends to the reflection and prayer spaces in the classrooms. Pupils value this sacred space and use it to help them during times of need.

The school lives by the words, 'God's love calls them to live for justice, kindness and respect for everyone.' The behaviour policy clearly reflects the school's Christian vision. From their first day, pupils are taught how to respond to each other well, so that disagreements are resolved through forgiveness. Staff take time to get to know their pupils well. Therefore, they are able to begin from pupils' individual starting points to help them grow spiritually, academically and personally. There is a rigorous timetable of support in place that includes Wilson the therapy



dog. His regular visits have a calming effect, impacting positively on mental health and wellbeing. Leaders and staff foster trusting relationships with families. They provide valued support for parents and carers, including through times of difficulty. Important transition points over pupils' primary years are marked by gifting Winmarleigh bears and Bibles. These moments nurture a sense of belonging, as pupils grow within the community. Staff are given many opportunities to professionally develop in their careers. Leaders also appreciate the importance of work-life balance. This mindful approach enables staff to feel both fulfilled as well as valued.

The whole school forms the school council and this offers pupils the opportunity to have their voices heard. Through planned experiences in the curriculum and community-focused initiatives, pupils learn about injustice and inequality. Activities, such as supporting the local church foodbank and hosting afternoon tea for the community, instil a sense of service. Pupils have some opportunities to learn about how they can advocate for change. For example, they campaigned to improve the road surface outside of the school. Pupils wrote to several organisations. This resulted in the police and local councillors leading talks in school and the potholes being repaired. A broader range of opportunities, which enable pupils to understand how they can challenge injustice, are underdeveloped. Leaders provide a variety of roles that encourage pupils to take responsibility for others. These include being a worship leader, sports leader or being chairperson for the school council. Pupils value these jobs as an important part of the life of the school. They feel proud that they can make a positive difference to the lives of others. Through these roles, pupils develop leadership skills and confidence, enabling individual flourishing.

Teachers and leaders have embraced the new RE curriculum, supported by effective diocesan training. Pupils' learning is broad and balanced through a curriculum that is challenging and well sequenced. As a result, pupils have a comprehensive understanding of the teachings of Jesus and how Christians try to live by his example. Pupils understand that Christianity is a global world faith. RE is high profile and is enthusiastically and effectively led. It is taught weekly and remains a protected part of the school's timetable. RE is well resourced. Visits to a Buddhist temple, a synagogue and a Hindu temple offer pupils an insight into how people from a range of world faiths practise their belief. Although these visits enrich pupils' understanding across religions, regular opportunities to learn about the diversity within religions is underdeveloped.

RE lessons offer pupils a safe space where they embrace opportunities to ask big questions and share their own worldviews. Leaders effectively monitor and evaluate the quality of teaching and learning, which accurately informs future training and subject planning. Pupils give thoughtful feedback about their learning, leading to improvements in teaching. Teachers assess pupils' learning accurately. Therefore, pupils know what they need to do next to make progress. Teachers use skilful questioning, and pupils respond thoughtfully with rich vocabulary. Using various ways to record their work enables a range of pupils to experience success in their learning. For example, building model dwellings when exploring the Jewish festival of Sukkot helped pupils understand the significance of this event. These rich opportunities, together with highly effective teaching, support pupils in making strong progress.

Information

Address	Church Lane, Winmarleigh, Preston. PR3 0LA.		
Date	15 January 2025	URN	119545
Type of school	Voluntary Aided	No. of pupils	19
Diocese	Blackburn		
Headteacher	Lucy Campbell		
Chair of Governors	Linda Sutcliffe		
Inspector	Laura Watson		