

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

<b>Weeton St Michael's Church of England Voluntary Aided Primary School</b>	
Address	Church Road, Weeton PR4 3WD
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
Living and Learning through Faith, Hope and Love.
Key findings
<ul style="list-style-type: none"> <li>• Leaders exemplify the vision. Working determinedly with faith, hope and love, they provide pupils and adults with a safe, nurturing school where everyone can flourish.</li> <li>• Religious Education (RE) is well led. Pupils' understanding of the Bible and its impact on people's lives is often deep. However, pupils' understanding of world faiths other than Christianity is less well developed.</li> <li>• Collective worship is a very special part of daily life. It unites the community and contributes to pupils and adults living life well. Whilst planning for formal worship is good, opportunities for spirituality development are recorded less formally.</li> <li>• Leaders in the school have effectively implemented and strengthened the Christian vision. This has influenced key strategic and operational decisions. The vision is beginning to drive the development of the curriculum. However, not everyone is confident at articulating how the vision influences curriculum decisions.</li> <li>• Teachers plan lively discussions based on living and learning through faith, hope and love. This develops pupils' understanding of courageous advocacy.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Plan more opportunities for pupils to explore a wide range of world faiths so that they develop a deep understanding.</li> <li>• Ensure that everyone in the school community can confidently explain how the Christian vision underpins the curriculum.</li> <li>• Define a collective understanding of spirituality, so that everyone has a clear and secure understanding of and approach to spiritual development.</li> </ul>

### Inspection findings

Weeton Church of England Primary is a small school with a big heart. It is a school firmly built on love and the teachings of Jesus. The school has recently been through a turbulent time. This has only strengthened leaders' resolve to develop a distinctively Christian school driven by the school's vision. It has motivated them to make courageous decisions around policy and practice, and this has led to improvements in the school.

Every pupil is cherished as a unique and special child of God. Their individual needs are catered for in a way that ensures that they grow and flourish in faith, hope, and love. The headteacher gave one example of a pupil who is now thriving after experiencing difficulties as they had been 'smothered' in love by the school community.

Led by the school's vision and associated values, the behaviour policy has recently been reviewed, and as a result, pupils' behaviour is excellent. Pupils, staff, and parents are full of praise for the work of the new headteacher. There is a palpable sense of harmony and mutual respect, and relationships across all ages are a strength of the school. They are founded on loving one another. Parents are delighted with the positive impact that the 'buddying system' has had on their children. Older pupils are acutely aware of their responsibility to set good examples to younger pupils by being caring, sensitive, and wise. The 'buddying system' contributes to pupils' wellbeing and ensures that children live and learn well together.

Pupils are given a strong voice and undertake a growing range of impressive leadership roles within the school. These include the pupil leadership group, ethos team, house captains, and sport leaders. Teachers give pupils the responsibility of leading community and school projects. This provides them with confidence and a strong sense of their self-worth. The curriculum supports the pupils' understanding of the need for social justice. This allows the pupils to show faith, hope and love in action.


Leaders are in the process of creating a balanced curriculum that prepares pupils for life in an ever-changing world. Pupils talk enthusiastically about the ways in which their love of learning is nurtured. They can clearly articulate their knowledge about current events such as the war in Ukraine. Representation and the celebration of diversity in the curriculum is developing. It is not yet clear how curriculum areas contribute to the outworking of the vision. The curriculum contains opportunities for spiritual development. Not all stakeholders are able to articulate those opportunities clearly because there is no collective definition of spirituality.

Collective worship is at the heart of school life and inspires pupils, staff, and parents. The atmosphere created through singing, prayer and reflection engages everyone. Through collective worship, pupils understand how the school's values are rooted in the Bible. Therefore, children deepen their understanding of the relevance of these values to their everyday lives. Parents are regularly welcomed to collective worship. They appreciate the impact of worship on their children's character development, recognising that their children grow and flourish through a breadth of experiences. Prayer is central not only to worship but also to everyday life in the school. Pupils frequently take opportunities to write their own prayers, and these are used in class and before lunchtime in the hall. One parent commented on how their child has brought prayer into their daily lives by teaching their family how to pray around the dinner table.

The school shares a very special relationship with the church. This is helped by the proximity and committed relationships between the school and church community. The clergy describe the relationship between the church and school as 'a different pocket on the same suit'. Similarly, governors describe the church as the 'fifth classroom'. Pupils benefit from weekly collective worship led by clergy in church. Pupils describe that once inside church they feel 'warm' and 'all safe together'.

The RE curriculum ensures coverage of Christianity and a range of major world religions. Planning is built around the diocesan RE curriculum resource. The RE lead identified gaps in pupils' understanding of the Bible resulting from learning missed during COVID. School and church leaders acted quickly to address this issue, developing a series of lessons to provide pupils with a solid understanding of the Bible. This has had a clear impact, and pupils of all ages can recall Bible stories with detail and show a deep understanding of how they relate to people's lives. Work in floor books demonstrates that pupils have numerous opportunities to engage in practical aspects of their learning. The school is working hard to incorporate more inquiry-based learning. This allows pupils to share and discuss their own ideas and thoughts whilst also respecting those of others. Teachers' questioning and new resources elicit some profound responses from pupils. When a class was studying artwork related to the story of Jesus walking on water, one pupil asked, 'I wonder what it would be like to be rescued by Jesus?'

Weeton Church of England Primary School is well-positioned to move forward with confidence because the Christian vision is assisting adults and pupils to flourish.

	<b>The effectiveness of RE is</b>	<b>Good</b>	
	<p>The RE curriculum engages pupils. Assessment is used well to identify next steps in learning, and these are addressed rapidly. Consequently, teaching of RE is good and pupils of all abilities make good progress. The pupils' knowledge of Christianity is of a high standard but their understanding of world faiths other than Christianity is not as well developed.</p>		
<b>Information</b>			
<b>School</b>	Weeton Church of England VA Primary	<b>Inspection date</b>	20.1.2023
<b>URN</b>	11956	<b>VC/VA/Academy</b>	VA
<b>Diocese/District</b>	Blackburn	<b>Pupils on roll</b>	54
<b>MAT/Federation</b>			
<b>Headteacher</b>	Lisa Patterson		
<b>Chair of Governors/Trust Board</b>	John Matthews		
<b>Inspector</b>	Sara Lawrenson	No.	