

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lytham Church of England Primary School and Nursery

Vision

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Together we grow with God.

'Grow in the grace and knowledge of our Lord and saviour, Jesus Christ'. 2 Peter 3:18

Strengths

- The clearly expressed Christian vision, of a community growing with God, supports the flourishing of both pupils and adults. As a result, growth is encouraged and nurtured in many aspects of people's lives.
- Both the school and local church benefit from a strong partnership. School leaders and the local clergy share a deep sense of community and common purpose based on love and service.
- Leaders demonstrate an unswerving determination and commitment to enhance the wellbeing of pupils and adults. This is built on a foundation of trusting relationships across the school community and beyond.
- The rich and varied worship life of the school serves the whole community well, providing opportunity for learning, celebration and reflection.

Development Points

- Embed the agreed understanding, language and school-wide approach to spirituality. This is so that its development, particularly across the curriculum, enhances the spiritual flourishing of pupils.
- Develop the religious education (RE) curriculum to deepen pupils' knowledge and understanding of religions and worldviews other than Christianity. This is so that they are better prepared for life in a world of increasing diversity in belief and practice.
- Continue to develop more regular monitoring and evaluation of the work of Lytham as a Church school. This is to enable leaders, including the governing body, to agree clear plans for future development.



Inspection Findings

This is a warm, loving and welcoming school at the heart of its community. Leaders know and understand the needs of pupils and adults very well. They seek to serve by nurturing growth in all aspects of people's lives, inspired by a clear Christian vision. The vision itself has grown over time and is rooted in the life-giving power of God's love. The main expression of the vision is through Christian values that are well-established in the life and language of the school. Pupils understand that the values come from teaching and stories in the Bible and can apply them to their lives. Parents recognise the impact of this and how their children flourish in the school's caring and nurturing culture. Staff feel valued and are well-supported in both their personal and professional lives. They are able to flourish in an environment that encourages growth and aspiration.

The curriculum is carefully designed to engage and inspire pupils in their learning. They are encouraged to flourish in the development of both knowledge and skills. Leaders are careful to root pupils' understanding increasingly through direct experiences in their locality. This is then enhanced with well-chosen explorations of issues and ideas at national and global scales. Pupils in Year 6, for example, consider the causes and implications of migration. This introduces them to questions of justice in the context of climate change. The commitment to growth 'together' underpins the highly effective provision for pupils with special educational needs and those who are vulnerable. Well-trained staff work in creative ways to ensure that the curriculum is adapted and made accessible, as necessary. Curriculum plans prompt teachers to make use of opportunities for pupils to experience awe and wonder. However, a whole school approach to spirituality, and consistent use of related language, is not fully developed.

Collective worship is given priority by leaders and valued highly by the wider school community. The whole school gathers daily in an atmosphere of calm reverence and expectation. Pupils take part in well-established routines, including prayer and the lighting of candles and contribute to a shared community experience. They listen attentively, offer thoughts and responses confidently and sing with joy. Sensitive use of seating and equipment ensure that all pupils are able to be included in worship. Planning is structured around the school's chosen values, exemplified with appropriate use of Bible stories and other Christian teaching. The strong partnership with the church and regular involvement of local clergy enhances the quality of the worship life of the school. Significant numbers of pupils complete confirmation training and take part in the regular Eucharist services held in school. The broad, open and gentle offer of these rich experiences nurtures the spiritual flourishing of both pupils and adults alike. All are challenged regularly to consider how they might apply what they hear to their own lives. This often inspires further questioning related to profound themes. The feelings of gratitude when something lost is found, for example, link to the Christian message of salvation. Prompts in the reflective spaces provided in each class, and around school, encourage and support these responses.

Pupils are safe and happy in school. The clear and consistent approach to behaviour management overwhelmingly emphasises the positive and reinforces high expectations. This contributes to a caring and purposeful environment in which pupils actively seek opportunities to help and encourage others. Leaders, including the governing body, have made an impressive commitment to provide a high level of support for emotional and mental wellbeing. As a result, significant time and space are made available for listening to the voices and needs of pupils and adults. This fosters a sense of acceptance and inclusion, creating a foundation for a school-wide culture promoting good health and happiness. The Christian vision for growth, inspired by the words and actions of Jesus, has a transformative impact on the school community.

Leaders work hard to build strong, trusting relationships with and between parents, pupils and staff. This includes listening carefully to concerns and actively seeking ways to improve aspects of school life. The approach to positive relationships has established consistency across the school and impacts positively on relationships.



Pupils are encouraged to take responsibility for themselves in their actions and reactions. As they grow in confidence and independence, they are then able to support others. This is particularly evident in the impact of older pupils caring for and supporting new starters. The process models what is expected of all pupils, encouraging them to grow in their ability and willingness to help others. Leaders provide regular opportunities for pupils to learn about and support the work of charities locally, nationally and globally. The inspiration to want to make a difference for others often comes from individual pupils or local situations. Pupils' understanding of justice, in their experience and in the wider world, is being developed with support from the diocese.

RE has a high profile across the school and is valued as an important academic subject by pupils and staff. Well-crafted classroom displays offer rich stimulus and reinforce key questions and knowledge. This contributes to an environment that values curiosity and exploration in RE. Leaders have designed a well-organised curriculum, giving careful thought to the sequencing of topics to support progress in learning. Pupils learn in depth about Christianity as a diverse world faith, alongside key aspects of other world religions and non-religious worldviews. This is enhanced by the provision of high-quality resources and training. Good use is made of the wide range of support offered by the diocese. In turn, teachers benefit from the assistance they are able to access from knowledgeable colleagues and leaders.

Pupils benefit from confident and creative teaching of RE. They are encouraged to express thoughts and opinions in a safe and supportive environment from an early age. As a result, many older pupils approach their learning with good understanding and a strong sense of their own beliefs. Teachers make effective use of assessment activities linked to each unit of work. Leaders collate this information to monitor progress and identify the next steps in development of the subject. Pupils make good progress in learning in RE, particularly in their knowledge and understanding of Christianity. However, there is less evidence of this in pupils' learning about other religions and non-religious worldviews.

Information

Address	Park View Road, Lytham, Lancashire FY8 4HA		
Date	19 September 2024	URN	119551
Type of school	VA	No. of pupils	183 (+20 nursery)
Diocese	Blackburn		
MAT/Federation	N/A		
Headteacher	Amanda Wooldridge		
Chair of Governors	Michelle O'Neill		
Inspector	Peter Barfoot 2216		