

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St David Haigh & Aspull Church of England Primary School	
Address	Copperas Lane, Haigh, Wigan, WN2 1PA

School vision
<p>Stand firm in the faith; be courageous, be strong. Do everything in love.' 1 Corinthians 16:13 In a caring, Christian environment, our children will be motivated to develop a love of learning and a curiosity for the world we live in. Our staff will deepen understanding, develop aspirations and enrich the lives of all children, knowing that with God's love we can achieve anything. Our school will be a place where children experience awe and wonder, grow spiritually and flourish as courageous advocates, within our global community.</p>
School strengths
<ul style="list-style-type: none"> • The vision, through its values, is the foundation for strong relationships with families. Parents and carers are valued and included. This home-school link provides a continuity of support for pupils. • The school's aspirational vision shapes leaders' thinking. The wide variety of professional developmental opportunities enhances staff practice and motivates pupils to be curious and love learning. • Collective worship inspires opportunities for deeper reflection. Creative storytelling and relevant illustrations encourage thoughtful curiosity and enable all pupils and adults to flourish spiritually. • In creating a culture of care, leaders prioritise the wellbeing and needs of their team. Staff are proud to be a part of the welcoming community and are treated well. • Through a creative and varied curriculum, religious education (RE) meets pupils' needs and actively engages them in exploring a variety of beliefs.
Areas for development
<ul style="list-style-type: none"> • Ensure pupils understand how the school's vision and its supporting values lead to their personal, academic and spiritual flourishing. • Widen pupils' understanding of justice and responsibility, empowering them to challenge social injustice locally and globally. • Applying the school's shared understanding of spirituality, widen opportunities for spiritual development across the curriculum. This is so that pupils respond to deeper questions about life's meaning and purpose.

Inspection findings

The vision of the school is aspirational. Inspired by Christian teachings, it is a driving force behind the leaders' decision-making and planning. Trust leaders enhance the work of the school, recognising its individuality. As a result, they ensure that the school's vision is lived out within its community, supported by the wider trust vision. The vision enables growth across the community, as it drives curriculum design, character education and professional development. It inspires a selection of professional developmental opportunities, wellbeing support and community partnerships. Governors, guided by the directors of the multi-academy trust, provide support and challenge to school leadership. They help steer decision-making, leading to improvements. Rooted in the vision to 'do everything in love', positive, flourishing relationships define this community. Pupils understand the concept of values and these shape their own decision-making. The school's 'Agents of Jesus' project focuses on a different value each month. This project embeds pupils' understanding of the school's values and provides opportunities to live them out in their daily lives. However, pupils do not entirely understand the biblical basis for their school values or how they are linked to their school vision. As a result, pupils do not fully appreciate how their school vision enables them to flourish.

The vision has inspired leaders to design an inclusive curriculum. Opportunities that develop pupils' curiosity and enquiry skills deepen and broaden their understanding across subjects. The curriculum ensures deeper understanding through structured revisiting of learning, making sure pupils remember what they have learnt. Classrooms are inclusive environments. Staff are deployed to ensure that pupils with a wide range of needs are able to learn together with their peers. A purposeful exploration of spirituality across all levels of leadership has created a shared understanding. Opportunities for spirituality are strong in Early Years, where pupils pause, question, reflect and explore. Throughout the rest of the school, pupils explore values that engage them in thinking about life's meaning and purpose. They share their thoughts confidently and feel empowered to have personal aspirations. However, planned opportunities that explore the school's understanding of spirituality within the curriculum, are underdeveloped. This limits pupils' ability to respond more deeply to life's big questions.

Collective worship is joyful. Pupils and adults participate enthusiastically within a welcoming atmosphere. A rich variety of music, songs and storytelling engages everyone. Pupils relish the opportunity to sing. The school vision, expressed through its five Christian values, inspires worship themes that are celebrated each week. The thriving partnership with local clergy actively supports leaders and pupils in planning an inspiring range of worship opportunities. Collective worship creates a sacred space for all. Through thoughtful storytelling and pupil involvement, pupils and adults are moved to participate and reflect. Class worship provides opportunities for the deeper exploration of biblical themes. Pupils' responses, recorded in class scrapbooks, show that thoughtful approaches deepen pupils' curiosity and provide a safe space to ask meaningful questions. Regular collective worship with the whole community, in the local church, further enhances the creative variety of spiritual experiences.

Motivated by the vision's focus on doing everything in love, leaders recognise the value of the individual. They prioritise wellbeing as they care for adults, pupils and families. Relationships are at the centre of everything. This has made St David's a place where people are treated well. The wellbeing policy is inspired by the vision. Its key themes of 'belonging and caring' and 'connecting and flourishing' run through the approach to wellbeing. Adults enjoy working here and new members of the team are warmly welcomed. Thriving partnerships with the trust and other local schools provide mutual professional and personal support for adults in this small school. Parents trust the school and have a voice. A targeted variety of support, such as 'drop in'

sessions, ensure families can access information and connect with leaders. The nurturing environment offers inclusive support to pupils, including at times of difficulty. Leaders work with clergy to provide compassionate support, for example, to families during bereavement. Staff provide effective, individualised support for pupils, inclusively meeting their personal and educational needs. Pupils' views are valued and used to shape practice. A range of leadership opportunities develop pupils' social skills. For example, a school 'buddy' system links older and younger pupils together, helping pupils guide and support each other.

Inspired by the vision, leaders provide creative opportunities that encourage the pupils to explore issues of injustice. As a result, pupils are beginning to ask questions of their world and their place within it. The exploration of global issues, through the work of organisations like Christian Aid, helps pupils understand the impact of inequality. For example, pupils have created art to represent their reflections, offering an inspiration to all to make a difference. Parents value the opportunities pupils have to raise awareness at home. School activities, such as a popular gardening club, enable pupils to understand sustainability. Those that engage respond eagerly, taking up litter-picking and getting involved in charity fund-raising events, sometimes independently. However, opportunities for all pupils to engage in broader issues of injustice, empowering them to become positive agents of change, are underdeveloped.

Leaders make religious education a priority. Leaders have designed a curriculum that develops pupils' understanding and appreciation of difference. The curriculum provides exposure to a variety of religious worldviews. Leaders' effective approaches to monitoring result in meaningful support for teachers. High quality professional development, as well as an active culture of sharing good practice, enhance teachers' subject knowledge. The quality of teaching benefits from diocesan training to support the teaching of RE, as well as how to make best use of resources. As a result, staff are well-equipped to deliver the curriculum. Teachers ensure that pupils remember learning by revisiting and using knowledge in different ways. Teachers encourage deeper understanding through the exploration of similarities and differences. Pupils' work evidences this, as there is good progress in their understanding of a variety of religions. Creative and expressive approaches to teaching RE ensure pupils are engaged and enjoy the subject. Pupils' understanding is deepened over time, as the curriculum grows in content and challenge. Pupils can articulate key beliefs and practices across the religions studied. Pupils speak very highly of RE and enjoy their lessons, making them keen to share their learning. As a result, they are able to remember learning confidently and make good progress. Cross-curricular links present aspects of RE in different ways. These provide opportunities for pupils to apply the knowledge that they have learnt, thus deepening their understanding.

The inspection findings indicate that St David Haigh & Aspull Church of England VA Primary School is living up to its foundation as a Church school.

Information			
School	St David Haigh & Aspull Church of England Primary School	Inspection date	23/04/24
URN	146511	VC/VA/Academy	Academy
Diocese/District	Liverpool	Pupils on roll	107
MAT/Federation	The Learning Together Trust		
Executive Headteacher	Jennifer Woodcock		
Chair	Rev'd Canon Andrew Holliday		
Inspector	Terry Hart	No.	C23/24