



Statutory Inspection of Anglican and Methodist Schools (SIAMS) DRAFT

Ellesmere Port Christ Church Church of England Primary School	
Address	Deeside, Whitby, Ellesmere Port, CH65 6TQ
School vision	
<p>'Your word is a lamp to my feet and a light to my path.' Psalm 119:105</p> <p>Within God's family we nurture, teach and support each other, opening doors for all. Our Christian values help us to flourish in school and in our community as beacons radiating the light of Jesus in all that we do.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision is carefully woven in to all aspects of school life. This is particularly evident through the physical environment and daily provision. Pupils regularly demonstrate ways in which they shine as beacons of light in school and their community. • The school has a clearly defined understanding of spiritual development. This enables pupils to be communicators, explorers, readers and believers as 'spiritual beacons' across the curriculum. • Collective worship plays an important part in the life of the school. It effectively supports pupils' and adults' spiritual development. • Mutually beneficial relationships between the local church and school enhance the life of pupils and staff. Other important partners are nearby schools, Chester Diocesan Board of Education and its' federated school, Bishop Wilson CE Primary. • Pupils enjoy and achieve well in religious education (RE) and are keen to talk about what they study. They have a very good understanding of the Christian faith. Opportunities to ponder big questions enhance pupils' learning. 	
Areas for development	
<ul style="list-style-type: none"> • Continue to explore opportunities to enrich the curriculum to reflect diversity within society. This is so that pupils are made aware of the opportunities for all to shine. • Develop the environment to offer pupils greater scope for personal stillness, reflection and prayer. This is so that pupils' spiritual development is further enhanced. • Continue to build on pupils' knowledge about the beliefs and practices of followers of world religions, including Christianity. This will enable pupils to become confident in their knowledge and understanding of a range of world faiths. 	
Inspection findings	
<p>Ellesmere Port Christ Church Church of England Primary school is a much-loved part of the local community. Leaders have established a clear, coherent and relevant vision for the school that is fully understood by the school community. Staff and pupils have high aspirations and shine as beacons of light. They use their talents and gifts to demonstrate love to each other. Governor decisions regarding the use of financial resources noticeably reflect their commitment to the vision. For example, a full-</p>	

time learning mentor is employed in order to support pupils to overcome barriers to learning. Leaders, staff and pupils demonstrate the vision through a set of carefully chosen values. A half term focus on a different Christian value, supported by relevant Bible verses, enhances pupils understanding of the vision. Parents comment that pupils often refer to these Bible verses and values at home. Staff model the vision in all interactions with pupils. The impact of the vision on pupils' learning is such that the school is considered a model of good practice. The Diocesan Board of Education (DBE) visit with early career teachers (ECTs) to observe how the vision affects the curriculum.

The curriculum is well planned and adapted to support pupils' specific learning and emotional needs. Work to enrich the curriculum to reflect diversity within society, although at an early stage, continues to be embedded. There is a commitment to tailor teaching, building on 'from where the pupils are.' This results in pupils achieving well and very much enjoying school. Pupils feel valued and accepted. Access to the 'rainforest room' further supports individualised provision as appropriate. An annual whole school project focusses on the needs of local or global communities. Adults and children demonstrate Christian values 'radiating the light of Jesus' through practical activities. Leaders undertake regular monitoring through book scrutiny, listening to pupils and undertaking learning walks with governors. This is so that leaders ensure the curriculum continues to support pupils' learning needs and impacts on achievements and progress. Opportunities for spirituality are woven throughout the curriculum. This enables pupils to express themselves in a wide variety of different ways. They take part in new experiences, engage with inspiring texts and consider their choices. Termly values days provide opportunities to explore and reflect and are appreciated by staff and pupils. Such days demonstrate how 'everything goes back to the vision.' Through a variety of activities pupils investigate, reflect, wonder about big questions, and acknowledge awe at creation. There is some evidence of pupils spirituality being enhanced through the use of the forest school area within the school grounds. However, this is not yet experienced by all classes.

Collective worship is carefully crafted to include prayer and liturgy, biblical stories, questions to consider, personal reflection and singing. It is inclusive, invitational and inspiring. It provides moments of calm for both staff and pupils. Pupils join in enthusiastically with school prayers and sung worship, demonstrating an enjoyment in being together. At home some pupils recite prayers learnt during school collective worship times, saying they provide a 'sense of inner peace.' Pupils are given frequent opportunities to lead aspects of collective worship. This impacts younger pupils who report that when pupils in Year 6 say prayers they 'feel happy inside.' The close relationship with members of the local church is appreciated across the school community. Benefits are far reaching for pupils and their families leading to a sense of 'knowing what the school stands for.' Messy church in school is a firm favourite for members of the school and church community. School services marking the church year take place within the local church with staff, pupils and parents valuing these occasions to worship together. The termly community Communion services, held in school also provide treasured moments for adults and pupils alike. Online worship with four local schools 'sets the atmosphere for spiritual space' providing 'time to think'.

Leaders promote a culture where all are treated well, reflecting the school's vision. The mental wellbeing of both pupils and adults is important to school leaders. They regularly 'check-in' with staff both formally and informally. Staff and leaders work as a team, supporting each other. Where pupils or their families are experiencing difficult times staff 'go out of their way' to provide extra support. Signposting to other services is also appreciated by parents. Heartsmart and the No Outsiders programmes support pupils to understand that all are included. Pupils learning on these issues is evident through displays around school, demonstrating commitment to inclusivity and living well together. There is a culture of strong pastoral care with a family feel that volunteers are welcomed into. The regular presence of local clergy is also appreciated by members of the school community. As such staff, parents and pupils know they can receive emotional, pastoral and practical assistance should they need it. For some, the school community is like an extended family offering help and care as required.

Pupils are especially keen to become members of the ethos group or the beacon team. They recognise such responsibilities as a means by which they 'learn how to do it.' This means they increase their confidence in leading within a supportive environment. They relish this opportunity to demonstrate their gifts and skills. They are proactive in suggesting ways the school community can make a difference locally and globally. Pupils' knowledge of injustice is enhanced through the school's partnership with a school in Uganda. Pupils are aware of the difference their efforts to raise funds have made to others. They are proud that they can support pupils in Uganda to have access to education. They recognise their individual and collective responsibility to be agents of change. They are also aware of ways in which they can make ethical choices that affect the local and global environment. There is an abundance of evidence of pupils acting as responsible citizens. They litter pick, value recycling, visit local care homes, give generously of their time to others. They also campaign by writing to their MP regarding issues which they feel strongly about. Speaking and acting on behalf of others is acknowledged and celebrated in school, encouraging more action and response.

RE is very well led by a committed member of staff, passionate about high quality RE. It has a high priority in school with all teaching staff involved in delivering it. The new diocesan syllabus has recently been fully adopted. Pupils study Christianity as a global faith alongside Judaism, Islam, Sikhism and Hinduism. The RE leader attends Diocesan training and shares learning with all staff. Staff know they can receive support or advice as appropriate. This results in staff confidently delivering stimulating RE that builds pupils' knowledge. Pupils find RE interesting as they are introduced to a range of worldviews. However, some pupils remain confused regarding the distinctive nature of the differing world faiths. RE supports pupils to understand the place of religious faith in modern life whilst exploring their own beliefs. Subject monitoring takes place regularly and is discussed with leaders to further develop provision. RE teaching demonstrates a range of creative teaching and learning approaches. Pupils are excited to discuss their learning and teachers' feedback enables them to be aware of how well they are doing. Progression is clear within the subject with pupils' developing use of enquiry skills evident in their work. The RE lead analyses pupil achievement so any gaps in knowledge or progress are able to be quickly addressed. This means pupils' achievement is in line with other core subjects. Early assessment of prior learning ensures teaching is relevant and challenging, enabling pupils to further develop their knowledge and understanding. However, despite a good understanding of the Christian faith they are less secure in their knowledge of other world faiths.

The inspection findings indicate that Ellesmere Port Christ Church Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	3 October 2023	URN	111351
VC/VA/Academy	Voluntary aided	Pupils on roll	210
Diocese	Chester		
MAT/Federation	Bishop Wilson and Christ Church CE Primary School Federation		
Executive Headteacher	Freda Davies		
Chair	Stephanie Boyle		
Inspector	Deborah Smith	No.	983