



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Saighton Church of England Primary School & Pre School	
Address	Saighton Lane, Saughton, Chester, CH3 6EG

School vision
<p>'Flourishing Together - Life in all its fullness' John 10:10</p> <p>At Saughton Church of England Voluntary Aided Primary School and Pre-School our school vision and values underpin everything we do and all that we are. It is our aim that our whole school community, children and adults, will flourish and experience life in all its fullness - just as God intended.</p>

School strengths
<ul style="list-style-type: none"> • The Christian vision with its strong biblical roots is clearly articulated and understood by the school community. The vision underpins and drives life at every level. It enables pupils and adults to grow and flourish. • Worship provides calm and reflective opportunities for pupils and adults. The school's distinctive Christian vision and shared values are embedded in collective worship that is inclusive and invitational. Pupils and adults value the time to come together as one in collective worship. • Effective leadership in religious education (RE) has established a well sequenced and creative curriculum. It develops knowledge and understanding of major world religions and encourages deep thinking. • Pupils and adults demonstrate care for each other and understand that in doing so it enables all to flourish. Young leaders are enthusiastic about their roles and responsibilities in school. They actively seek to be agents for change in their community and beyond through acts of compassion. • Opportunities for spiritual growth are woven through the curriculum enabling pupils and adults to flourish. Outdoor learning opportunities further enhance spiritual growth in an innovative and creative manner.

Areas for development
<ul style="list-style-type: none"> • To establish a shared language of spirituality. This is so that pupils and adults can readily articulate and share their experiences, thereby enriching spiritual flourishing.

Inspection findings
<p>The school's inclusive Christian vision, underpinned by Christian theology, is at the heart of all aspects of school life. The vision is fully embedded within, and treasured by, the whole school community. As a result, pupils and adults are confident in knowing that they can flourish in a nurturing and supportive environment. There is a strong commitment to staff development thus</p>

enabling flourishing. Many staff and governors have accessed appropriate diocesan training thus strengthening their understand of being an effective church school. The school's Christian values weave their way explicitly through all aspects of school life. Staff incorporate values throughout learning, so their importance is clear. Pupils draw upon the language of Christian values which enriches their understanding of the vision. They confidently state how these values shape the choices that they make. This deepens their awareness of the impact it makes in so many areas of their lives. Strong relationships ensure that pupils flourish and have confidence in the adults who teach and care for them. Decisions made by the leaders stem from the vision. This results in adults and pupils having a strong sense of belonging and a flourishing school community.

The approach to behaviour management at Saighton is built on Christian values and fosters a culture of forgiveness and reconciliation. It helps promote loving and mutually respectful relationships between pupils. The 'No Outsiders' pledge is underpinned by 'We value all God's children'. These guiding principles strengthen the community. It contributes to an inclusive culture where mutual respect is fostered. Pupils who are new to the school, are nurtured and cherished by their classmates. Those who have special educational needs and/or disabilities (SEND) or who speak English as an additional language, are given the assistance they need to make progress and achieve well.

The clear Christian vision inspires the community to value everyone. The wellbeing of every member of the school community is a high priority and this enables adults and pupils to flourish. Leaders ensure that staff expertise in this area is secure through training and ensuring successful local partnerships strengthen the school. As a result, pupils are able to express the importance of valuing themselves and others. They treat each other with respect and demonstrate resilience when faced with challenges. Parents appreciate the way that staff care for their children. Staff value being part of a supportive team. Genuine love is demonstrated by staff and pupils. As a result, pupils and adults experience school as a place of calmness, security and happiness. This increases their resilience and self-confidence and enabling spiritual flourishing.

Daily collective worship is inclusive and valued by all. Pupils lead and engage with worship, further enabling the whole school to be spiritually uplifted. Worship offers opportunities for pupils and adults to reflect deeply and respond accordingly. Pupils and staff value these calm, spiritual moments. Collective worship creates a golden thread that runs through the whole school experience. It extends beyond school and into family life. Parents appreciate what is taught in school and the opportunities the pupils have to evaluate their understanding. As a result, good quality conversations are generated at home, further cementing the bond that exists within this community.

Spiritual development is an intrinsic part of the school. Opportunities to experience spirituality permeate the environment and curriculum. There is a strong shared understanding amongst leaders about how spirituality enhances lives. Adults skilfully enable deep discussions and reflection to take place. The outdoor reflection areas make space for stillness and contemplation in the busyness of life. The forest school provision is an example of innovative practice and supports the children's spirituality through reflection, mindfulness, awe and wonder. Adults are frequently impressed by the pupils' responses to big questions, finding themselves inspired by their insightful responses. This also develops adults' own spirituality. However, there is no shared language for pupils and adults to express their understanding and experience of spirituality.

The curriculum provides effective support for pupils' development as advocates of social justice. Pupils learn about world issues and are driven to passionately act upon it. The impact of this can be seen in the changes to practices in family homes. Pupils have been intrinsically motivated to act upon the poor treatment of battery hens. As a result, the school have rescued hens and raised a petition to end this practice. 'Henpals' take the responsibility of looking after the hens very

seriously. The youngest pupils are immersed in a rich curriculum that explores citizen responsibility. They are motivated to consider the importance of looking after the world. As a result, they are passionate about recycling and reducing litter in their local environment. Projects encourage pupils to become responsible custodians of God’s creation and provide practical help to those in need.

Leaders place RE at the core of the curriculum, teachers are knowledgeable so that pupils receive strong teaching and are challenged by their lessons. Well-sequenced lessons lead to pupils understanding the journey of their learning and revisiting topics. Pupils ask pertinent questions because teachers expertly encourage their curiosity. This leads to pupils extending their knowledge and understanding. Religious vocabulary is used accurately when giving complex answers. Learners appreciate the diversity of beliefs and practices in a range of world faiths. This encourages pupils to celebrate differences. They recognise Christianity as a global world religion. Visiting Christian places of worship enriches learning. The support provided from local Christian churches successfully supports interdenominational learning opportunities. This enhances the learning of Christianity. The relevance of the curriculum combined with skilful teaching, ensure that pupils make rapid and sustained progress in RE. Pupils respond to the high expectations of teachers who make learning memorable.

The inspection findings indicate that Saighton Church of England Primary and Pre-school is living up to its foundation as a Church school.

Information			
Inspection date	3 July 2024	URN	111350
VC/VA/Academy	Voluntary aided	Pupils on roll	113
Diocese	Chester		
MAT/Federation			
Headteacher	Suzanne Dawson		
Chair	Catherine Fairclough		
Inspector	Anna Brooksbank	No.	974