



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Parish Church of England Primary School, St Helens	
Address	Charles Street, St Helens, Merseyside, WA10 1LW

School vision

“Learning and Growing Together in Faith, Hope and Love.”

The apostle Paul writes about these three core Christian virtues in his letter to the church at Corinth:
 “And now these three remain: faith, hope and love. But the greatest of these is love.”
 (1 Corinthians 13:13)

These three virtues are not only important in Christian discipleship; they are also important to how we live our lives at Parish CE Primary School.

These values give us strong links to our PAST, as well as acting as a reminder of what is most important to us in the PRESENT and forming a basis for how we want to help the children in our care to learn and grow in the FUTURE.

School strengths

- The deeply embedded and universally understood Christian vision provides the solid foundation upon which every aspect of school life is built. The associated values of faith, hope and love mean that adults and pupils alike have high aspirations.
- The recognition and celebration of each pupil as a unique individual are exceptional. This creates a sense of belonging and supports pupils, including those who are disadvantaged or vulnerable to flourish.
- Sensitively planned, explicit opportunities for spiritual development add deeper meaning to the vision driven curriculum. This impacts positively on pupils’ understanding and appreciation of the world around them.
- Pupils value the safe space that religious education (RE) offers them to ask questions and to share their viewpoints. They have a good understanding of Christianity and a range of world religions and viewpoints.
- There is a strong emphasis on continued professional development. This along with highly effective and mutually beneficial partnerships, mirrors the vision of learning and growing together. Consequently, the impact of the Christian vision reaches far beyond the school community.

Areas for development

- Establish more formal systems for the monitoring and evaluation of collective worship. This is to support leaders, including the governing body, to make continued improvements to worship.
- Widen the opportunities pupils have to act independently to challenge injustice. This is to extend their understanding about how they have the power to make a difference.

Inspection findings

The aspirational Christian vision at Parish offers pupils and adults the hope and love they need to learn and grow together. Staff provide nurturing support to pupils, including those who are vulnerable or disadvantaged. As a result, they overcome challenges or barriers to learning. High aspirations are equally important for adults. Driven by the vision of growth, continued professional development is a priority. Strong links with schools in the trust enable leaders to offer all staff an impressive range of training. Staff acknowledge that this helps them to develop as professionals. This, along with a myriad of wellbeing initiatives, means that adults feel valued and therefore flourish. Leaders are outward facing. An example of this is how the headteacher is currently acting as the headteacher of the school's partner school. By offering impressive levels of support and expertise, leaders live out the vision of love and hope. This link enables opportunities for staff at Parish to grow by learning from colleagues in both schools. Leaders appreciate the opportunities they receive by belonging to the trust. As a result, leaders also continue to learn and grow. The impact of the vision is the belief that everyone can succeed. This, along with effective self-evaluation by leaders, including the governing body, leads to continued improvements.

The curriculum is inclusive and empowering and is known as the 'Rainbow Curriculum'. This links to the school's logo and to the Bible story where God sent a rainbow as a symbol of hope. Leaders sensitively identify potential barriers to learning and provide bespoke support. This enables pupils, including those who are vulnerable or disadvantaged, to achieve the aspirational targets set for them. A shared understanding of spirituality supports teachers to plan explicit times for spiritual growth. Leaders also organise a variety of visits and enrichment opportunities known as 'Pots of Gold'. These occasions provide pupils with experiences of the natural world and include visits to a beach and forest. This makes a positive contribution to pupils' personal development. The school lovingly provides a wealth of extra-curricular activities at minimal cost. This means that all pupils, irrespective of personal circumstances, can take part. In addition, older pupils attend 'Parish University'. This is a unique project aimed at developing resilient learners and eradicating barriers to learning. This links directly to the aspirational vision and supports pupils in believing they can make a difference in the future. For example, one pupil explains how they want to become a politician so that they 'can help other people'. Reflecting God's promise to the earth, leaders offer seven interlinked curriculum promises. These include supporting pupils to be curious and resilient learners. As a direct result of the creative curriculum pupils benefit from rich learning experiences.

Pastoral care is exemplary and links directly to the vision of faith, hope and love. Families representing different faiths and heritages appreciate being made to feel welcome through initiatives such as community coffee mornings. Leaders are constantly developing ways of supporting the increasing number of families who do not speak English as their first language. As a result, parents describe a deep sense of belonging. A caring approach enables staff to offer initiatives which support families at times of personal difficulty. Parents appreciate the unconditional love and sense of hope that the school offer. One parent accurately describes the impact of the care they received as 'life changing'.

A wealth of leadership opportunities results in a powerful pupil voice. They are given a voice by belonging to one of ten leadership groups. Pupils value this and link it to the concept of democracy. They understand the need to challenge injustice and relate this to the way Jesus selflessly lived his life. Pupils talk confidently about how they can help others, such as raising awareness for the local hospice. They are offered varied opportunities to function as advocates of change. For example, through an initiative known as 'Gifts of Gold,' each class raise funds for a chosen cause. Leaders encourage pupils to think about the wider world by supporting charities working globally. The extent to which pupils lead social action projects are less evident. As a result, their understanding of their own power to initiate change is limited.

Enriched by the vision of togetherness, collective worship provides an inclusive opportunity for the school community to grow together in faith. This is demonstrated in the way individuals are invited to take part. Participation in worship is meaningful and impactful with every pupil having the opportunity to take on the role of class worship leader at some point throughout the year. Pupils' responses to questions reflect a deep and mature understanding of the teachings of the Bible and they value prayer. Members of the ethos group regularly update three central prayer stations which, along with class prayer boxes, are well used. These spaces contribute to spiritual flourishing. As one pupil explains, 'When I use the prayer space, my heart feels warm.' Clergy support leaders and the ethos group with the planning and delivery of worship. A half termly community worship also takes place in the school. This links to the vision of togetherness and strengthens links with the local church. Adults and pupils enjoy worship and the opportunity it provides for personal reflection. Leaders make changes to worship based on the results of monitoring. This includes training for staff around class worship. Whilst leaders monitor worship, the systems are informal. This means that when improvements are made, their impact on spiritual flourishing is not always fully evaluated.

The RE curriculum is carefully planned to reflect the vision of learning and growing together. Teachers receive high quality training from school leaders, the trust and the diocese. The impact of this is effective and creative teaching. Pupils value the way that RE provides a safe space in which they can ask questions and voice their own opinions. Their knowledge of the Bible is impressive, and they make relevant connections. For example, pupils understand how the rainbow God sent links to their school value of hope. Pupils' knowledge about a range of world religions is equally impressive. Furthermore, they can explain why it is important to learn about different world religions, linking this to the diversity of the world they live in. Focused monitoring and moderation with other schools in the trust secures accurate assessment. Consequently, pupils, including those who are vulnerable or disadvantaged, make good progress.

Parish is a Church school where the vision truly leads to flourishing. Pupils and staff have high aspirations because they know they are supported by adults who have faith in them. This enables them to have hope for the future and therefore changes lives.

The inspection findings indicate that Parish C of E School is living up to its foundation as a Church school.

Information			
Inspection date	28 February 2024	URN	145458
VC/VA/Academy	Academy	Pupils on roll	231
Diocese	Liverpool		
MAT/Federation	Liverpool Diocesan Schools Trust		
Headteacher	Jennifer Young		
Chair	Harry Wood		
Inspector	Joanne Hyslop	No.	972